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ABSTRACT

This report documents the Innovative Pathways study of nonconventional year 12 and 13 programs at 7 schools, considered successful in assisting "at risk" students in their transition from school to the work force or further education and training. Elements of good practice are documented that contributed to and assisted students' decisions regarding transition. These programs gave extra support to students by providing courses tailored to individual interests that were also linked to their career interests, opportunities for students to choose from optional content areas, a focus on the whole student and their personal development and career plans, and partnerships with employers, tertiary trainers, and tertiary institutes. All programs had an emphasis on students gaining qualifications, becoming work-ready, making links to tertiary study, and developing personally. Students viewed the courses as practical, relevant, fun, motivating, and achievable. This information highlights the important role that schools have to play in providing options and information to students, the importance of school-parent communication, and the importance of the range of partnerships that schools have developed. Six appendices contain a student introductory letter and consent form, and student, parent, program-leader, program-teacher, and nonschool-provider interviews. (Contains 56 references, 27 tables, and 2 figures.) (RT)

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Innovative pathways from school: The case studies

Phase 1 Report 2002

Sally Boyd, Sue McDowall, and Garrick Cooper

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INNOVATIVE PATHWAYS: THE CASE STUDIES

Phase 1 Report 2002

Sally Boyd, Sue McDowall,
and Garrick Cooper

New Zealand Council for Educational Research
Te Rūnanga o Aotearoa mō te Rangahau i te Mātauranga
Wellington
2002

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EXECUTIVE SUMMARY

The Innovative Pathways study is a three-phase research project. It examines non-conventional Year 12 and 13 programmes at seven schools which are viewed as being successful in assisting "at risk" students in their transition from school to the workforce or further education and training.

This report summarises the findings from the first phase in seven case studies. These case studies focus on documenting elements of good practice that contribute to and assist students' decisions regarding transition. The case studies also provide initial information on the viewpoints, transition plans, and past educational experiences of a group of students who began the programmes in 2002. In total, 119 students, 24 school staff, 56 parents, and 18 external providers (of course content, training, or work experience) were formally interviewed in Phase 1.

The second phase of this research will occur at the end of 2002. This phase will focus on students' experiences of the programmes and the assistance provided to them in developing their transition plans; it will also examine the impact of the programmes on the students' achievements, skills, and attitudes. A third phase will occur at least six months after the students leave the programmes, in order to ascertain the longer-term impact of the programmes on their post-school destinations and experiences.

Although the programmes varied considerably in their content, structure, and the partnerships they made, there were some key similarities that appeared to contribute to their effectiveness. These programmes gave extra support to students who had previously experienced little academic success at school, by providing:

- courses tailored to students' individual interests which also linked to their career interests;
- the opportunity for students to choose from optional content areas;
- a whānau model of delivery in which one main teacher had responsibility for a small class group and could closely monitor students;
- a focus on the whole student and their personal development and career plans;
- teachers who closely monitored students, built good relationships with them, and provided pastoral care;
- a focus on integrated practical tasks and experiential learning, assessed by unit standards;
- partnerships with employers, tertiary trainers, and tertiary institutes.

These programmes covered a diverse range of content areas which depended on students' interests, as well as the employment opportunities and tertiary providers in the local area. All programmes had an emphasis on students gaining qualifications, becoming work-ready, making links to tertiary study, and developing personally. The main emphasis varied between programmes: some focused on students gaining one or more national certificates, while others focused on students getting a taste of a range of areas and completing unit standards in these areas. Although all the schools viewed work experience as valuable, the amount and type of work experience offered varied between programmes. In some cases, students gained credits for on-the-job learning.

The providers of the programmes varied, and included a mix of schools, PTEs, tertiary institutions, and employers.

To fund the programmes, schools used a number of different sources of government funding, namely, their Operations Grant, STAR, Gateway, and Youth Training. Local iwi funds were also used.

The availability of the programmes encouraged one-third of the students in the study to stay at school, and the programmes were a factor in the students becoming re-engaged with learning. On the whole, the students' initial experiences of the programmes were very positive, unlike their previous experiences of secondary school. Many reported that prior to 2002 they had not had positive attitudes towards secondary school, and had not had much previous success at school. This information was supported by their parents and by school data on the students' prior qualifications and absenteeism. The students in the study differed in their opinions and experiences, by ethnicity and by school. The Pacific Nation students, who were predominantly at the Auckland schools, had lower absenteeism rates and more positive attitudes towards school than the other students in this study.

The students viewed the courses as practical, relevant, fun, motivating, and achievable. Nearly all the students considered that the programmes could lead them to jobs or further study. Most students could name a job that the programme was leading them towards, but very few could name the actual details of any tertiary courses or training they could continue on to. This information highlights the important role that schools have to play in providing options and information to students, and the importance of school-parent communication.

This research poses some questions about vocational education in New Zealand, and examines the reality of gaining national certificates. It also highlights the importance of the range of partnerships that schools have developed.

INTRODUCTION

The Innovative Pathways study aims to describe innovative programmes in low decile schools that assist students to develop pathways to further study and the workplace, and to document the impact of these programmes on a particular group of students.

Case studies of seven low decile[1] schools describe non-conventional[2] programmes that are successful in assisting students in their transition from school to the workforce or further education and training. These case studies focus on documenting elements of good practice that contribute to and assist students' decisions regarding transition. The case studies also provide initial information on the viewpoints and past educational experiences of a group of students who started the programmes in 2002.

The programmes all have elements in common, in that they were developed to encourage Year 12 or 13 students at risk of leaving school early to stay at school and gain qualifications. Within the schools, the programmes stand alongside the "mainstream" Bursary programmes. The programmes are often vocational in nature and/or are developed to support students' interests in areas such as sport, outdoor education, hospitality, engineering, and tourism. The programmes can provide students with national certificates and/or unit standards, along with various other qualifications.

The study is in three phases. The first phase, at the start of 2002, focuses on the development of the programmes, the experiences of students as they enter them, and the students' current transition plans. The second phase will occur at the end of 2002 when most of the students leave the programmes. It will focus on the students' experiences of the programmes and the assistance provided to them in developing their transition plans; it will also examine the impact of the programmes on the students' achievements, skills, and attitudes. A third phase will occur six months to one year after the students leave the programmes, in order to ascertain the longer-term impact of the programmes on their post-school destinations and experiences. This report summarises the findings from the first phase of data collection for the Innovative Pathways project.

In total, 119 students, 24 school staff, 56 parents, and 18 external providers of course content, training, or work experience were formally interviewed for the first data collection round. A number of informal discussions were also conducted with school principals, careers advisors, and other school staff, as well as external providers.

Background

Boyd, Chalmers, and Kumekawa (2001) reported that there is little data available on the career information and guidance provided to "at risk" students in lower decile schools, and on their transition experiences. A focus on successful transitions for students at low decile schools is needed, given that a high proportion of the students who are over-represented in low decile schools—that is, students from Māori and Pacific Nation backgrounds—are more likely to leave school with no qualifications (Statistics New Zealand, 2001a).

---

[1] Schools with a decile (socio-economic status of surrounding area) rating of 1 to 3.

[2] Year 12 and 13 courses that in 2002 were outside the conventional qualifications programme of Sixth Form Certificate and Bursary.

It is difficult to develop a complete picture of the range and number of innovations occurring in secondary schools to support the post-secondary transition of students, although some discrete pockets of related information are available. Marshall (1999) provided a series of case studies of curriculum innovation in New Zealand schools, including programmes designed to support students' transition to work or further education. Wilson (1998) outlined changes at Auckland Girls' Grammar School which included an increased focus on work experience and linking with tertiary providers.

Most studies concerning the education and achievement of disadvantaged groups call for more resources and programmes for these groups and more information on programmes that work. Wilson and Young (1998) surveyed representatives from 23 schools as part of a follow-up study on the implementation of a career information and guidance policy in New Zealand schools. The schools participating in the study, especially those in low decile areas, identified the need to target "at risk" students with transition and career programmes. Scott and Brislen (1998) examined education and training issues that influenced the employability of Māori. They concluded that further information on secondary school initiatives in vocational learning needed to be disseminated in order to support the development of programmes to assist Māori learners. Anae et al. (2002) suggested that more stepping stones were needed to assist Pacific Nation students in their transition to tertiary education.

Main Themes of this Research

This research will provide insights into some current innovations in secondary schools by examining the programmes at seven schools. In doing so, it will attempt to answer the following research questions:

- What are the features of effective programmes?
- Does the programme assist the retention of students at school?
- Does participation in the programme assist students' transition to further study or work? How does this occur?

Defining "At Risk" Students

In this study, the concept of "at risk" is defined as outlined in the *National Administration Guidelines* (NAGs). "At risk" students are those "who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training" (NAG 1.vi, Ministry of Education, 2000). In the guidelines, "at risk" students are identified as a group that schools are specifically required to target for career guidance programmes.

This definition of "at risk" is relatively broad, and is concerned only with transition from secondary school. Other research has defined the concept in a more general way; for example, Withers and Russell (2001) described a "risk continuum", with those who are more at risk being "more likely to experience multiple negative future events" (p.X).

These include negative events related to transition, such as early school-leaving, but also events related to risk factors in the individual, the school, the family or the community.

Research Team

The NZCER research team for this project comprises Sally Boyd, Sue McDowall, and Garrick Cooper (Ngāti Whanaunga, Ngāti Ranginui). Lia Mapa conducted some parent interviews in Tongan, and Roberta Tiatia in Samoan.

Advisory Committee

This project is assisted by a virtual advisory committee consisting of representatives from the Post Primary Teachers' Association, the Ministry of Education, the Ministry of Youth Affairs, Career Services Rapuara, the career and transition service of a Wellington secondary school, and the New Zealand Qualifications Authority. Along with NZCER researchers, members of the committee review the proposal, instruments, and reports stemming from this project.

Current Government Transition Programmes in New Zealand

A number of government initiatives in the area of post-secondary transition have been used, or linked to, by the schools in this study. The main school-based funds or programmes are:

- The Secondary/Tertiary Alignment Resource (STAR) administered by the Ministry of Education This fund provides schools with the finances to run vocational or tertiary "taster" courses, for example in the service industry, first aid, or job-hunting skills, either on-site or through external providers. All but one of the schools in this study use STAR funding to run the programmes described in this report.
- The Gateway pilot programme administered by Skill New Zealand. This programme funds secondary schools to arrange with employers to provide year 11-13 students with work experience and on-the-job training that is linked to their school courses. The pilot programme is currently running in 24 decile 1-5 schools. One of the schools in this study is part of the Gateway pilot. An interim evaluation of the pilot has recently been published (Skill New Zealand, 2002).

A number of post-school programmes that can link to secondary school courses are also available:

- The Youth Training and Training Opportunities programmes administered by Skill New Zealand. Students who are over 16, have no or low qualifications, and have left school are eligible for these vocational programmes. Some schools have received Skill New Zealand funding to provide Youth Training and Training Opportunities programmes to students who are deemed to be "adult trainees". These programmes can run at alternative education sites and sites within secondary schools. They focus on providing trainees with recognised qualifications and skills that will enable them to find work or continue on to further training. One of the schools in this study uses Youth Training funding to run programmes. A review of these programmes has recently been conducted (Ministry of Education, 2001; Ministry of Education, 2002).

- The Modern Apprenticeships scheme administered by Skill New Zealand. Although the scheme applies to school-leavers, some of the schools in this study tailored their programmes to be pre-apprenticeship foundation courses.

Research Design

Methodology

We saw a case study approach as an appropriate design for this research. As Yin (1994) stated, a multiple (rather than single) case study design is usually employed for phenomena such as innovations in a school setting. A case study approach is best applied when a range of data can be collected, and there are definable "cases" such as schools or programmes (Glesne and Peshkin, 1992; Hakim, 1987), both of which apply to this study. As there is little research information available on the transition experiences of New Zealand students and on vocational education programmes in New Zealand, this research is essentially exploratory in nature. We chose a longitudinal design in order to discover the impact of the programmes on students' transition plans and post-school destinations.

Case studies typically use "triangulation", that is, a variety of both qualitative and quantitative data collection techniques (Yin, 1994). Combining qualitative and quantitative methodologies is discussed in the literature as a practice that adds depth and breadth to a study by allowing a wider range of information to be collected, and therefore more comprehensive findings to emerge, than could be achieved from a single methodological approach (Kidder and Judd, 1986; Patton, 1990). This is the approach we have taken in this research. The data collection methods we used include interviews with students, teachers, parents/caregivers, and off-site providers of training, course materials or work experience; and the collection of student data, as well as information from school and programme records and statistics, and school documents.

The perspectives of parents were included in the study, as previous New Zealand research has shown the importance of family and whānau in the transition and career decision-making of young people (Boyd, Chalmers, and Kumekawa, 2001; Wilson and Young, 1998). We also considered that parents would be able to report any changes they observed over time in the students' attitudes and career plans.

Finding and Selecting the Programmes

Finding Programmes

Sourcing data on innovative programmes that assist students in their transition from school proved a more complex task than we initially envisioned, as there were no central records on the types of programme available in schools, and their outcomes. As a result, we used a range of sources of information, including databases and personal contacts, to identify programmes. We attempted to find programmes that were innovative, acknowledging in the absence of comparative data that this concept could be subjective.

The sources of information we used included:

- Records of programmes funded through the Secondary/Tertiary Alignment Resource (STAR), and contact with the people who organised STAR funding at the Ministry of Education;
- Records of programmes funded through Gateway;
- Records of programmes funded through the At Risk Students Innovations Funding Pool;
- Contact with advisors at Career Services Rapuara;
- Contact with representatives from the Careers and Transition Educators Association (CATE) and other key informants in the careers and transition field;
- Information on innovative school programmes from research reports and articles in the *Education Gazette* and *New Zealand Education Review*;
- Analysis of online Education Review Office reports;
- Contact with secondary advisors at a number of Colleges of Education.

From this information, we drew up a list of low decile schools providing a programme or "package" for students that was more than a single class or subject, and approached a number of schools. To provide a range of programmes and schools, we took factors such as location, the type of programme offered, school size, and school type (urban/rural) into account. We included more than one Auckland school in the sample to reflect the large number of students in this location.

The seven schools and their associated programmes that are included in this study are:

- The Advanced Studies Academies at Linwood College, Christchurch;
- The Academy programme at Aranui High School, Christchurch;
- The World of Work and Sir Edmund Hillary and Outdoor Education and Tourism Studies programmes at Tongariro High School, Turangi. (This school was also selected because of its participation in the Tongariro Consortium—a group of schools that have shared resources to develop unit standards tailored to local needs);
- The Institute of Studies at Western Heights High School, Rotorua;
- The Tertiary Pathways programme at Aorere College, Auckland;
- The Senior Integrated Programme at James Cook High School, Auckland;
- The Gateway programme at Auckland Girls' Grammar School, Auckland.

Selecting Courses Within Schools

Initially we made contact with the school principal, who then directed us to the programme director or administrator at the school. Some of the schools offered courses in one or two areas, while others offered a wide range of courses within a programme. If the school offered more than three courses, the programme leader was asked to help us select a sample of three courses by identifying those that:

- attracted the largest number of students "at risk" of leaving school unprepared for transition;
- assisted students the most in their transition; and/or
- were viewed as the most innovative.

Selecting Students

To provide a sample of students that could be followed through each programme, we attempted to include approximately 15 students from each school. In schools where three courses were selected, approximately five students were selected from each course. The programme co-ordinators were asked to identify students they considered to be "at risk" of leaving school unprepared for transition, and these students were included in the sample. In cases where the programme co-ordinator considered that all or most of the students were potentially "at risk", students were randomly selected from class lists, ensuring that both male and female students were represented.

Additional students were approached to ensure that at least 15 would be available for interviews when we visited the school. In a couple of cases, where students were not available for interviews on the days we visited, or did not want to participate in the research, substitute students were invited to take part in the study.

Ethics

To ensure that the students, parents/caregivers, teachers, and external providers were fully informed about the study, we sent an introductory letter and a consent form to all participants (see Appendix A for an example of the letter and consent form).

We provided the case study descriptions in this report to all the school staff and providers, who were formally interviewed to enable them to check that the information included was accurate and fairly represented their perspectives and input into the programmes.

The students and parents in this study came from a wide range of ethnic backgrounds. The research team was organised to ensure that the Māori researcher was more involved at schools with a high Māori enrolment. If parents expressed difficulty with English or preferred to be interviewed in Tongan or Samoan, a fluent Tongan or Samoan speaker conducted the interview.

The research team observed that many of the Pacific Nation students were shy about being interviewed. In the next phase of the research we plan to include a researcher with a Pacific Nation background to interview some of the students in the Auckland schools, in an attempt to provide more support for these students.

Data Collection

To enable students to be tracked over time, information for this study is being collected at three different points:

- as students enter the programme at the start of 2002;
- near to the end of the programme (that is, the end of 2002 for both one-year and two-year programmes);

- at least six months after the students have left the programme.

Phase 1

This report summarises the information collected in Phase 1, which occurred in the first two terms of 2002. The focus of Phase 1 was on gathering descriptive information about the programmes, as well as information from a sample of students who could then be followed through the programmes.

As programme enrolments were not finalised until the start of each school year, it was not possible to collect baseline data before the students entered the programmes. We therefore attempted to visit the schools as near to the beginning of the first term as possible. Most students were interviewed in term one. A small number of interviews were conducted in term two when an additional course was added to the sample.

Each school was visited for two to three days by two or three members of the research team:

- to conduct individual face-to-face structured interviews with a sample of students, the programme leader, and the lead teacher of each of the sampled courses;
- to collect information on the students' qualifications and absenteeism prior to their entry to the programmes;
- to collect school documents relating to the programmes, such as information pamphlets or reports.

At a later date, we conducted individual structured telephone interviews with the students' parents or caregivers and, if possible, with a representative of a non-school organisation that assisted in the delivery of the sampled courses. Both the students and parents/caregivers were offered a $10 voucher to thank them for participating in the project, and schools were sent NZCER publications.

Pilot

Before the first data collection round, all Phase 1 research instruments were piloted by students and teachers at a nearby school, and by a couple of external providers of work experience and on-the-job training.

Student Interviews and School Data

The focus of the initial student interview was to collect baseline information on:

- the student's attitude towards secondary school before they started their current programme of study;
- why they chose this course and what they hoped to gain from it;
- their educational and career aspirations, and how they thought the course could help in achieving them;
- their current sources of transition and career information.

A copy of the student interview is contained in Appendix B.

As part of the interview, students completed a scale of 31 items concerning their attitudes to school, learning, and education. Items in this scale were taken from the Quality of School Life Questionnaire developed by Ainley, Reed, and Miller (1986) and adapted by Marks (1998) for the Longitudinal Surveys of Australian Youth study, and from the Competent Children at 12 study (Wylie, 2001). In some cases, we made minor adaptations to the wording of the items, and we also added one or two items.

To obtain further background information, we collected data where possible from each school on the students' 2001 absentee rates and prior qualifications. To identify how many of the students entered the programmes with low or no qualifications, we grouped their current qualifications using the Skill New Zealand criteria for Training Opportunities programmes:

> Low or no qualifications is defined as less than three School Certificate passes and no qualifications higher than Sixth Form Certificate.
> (Ministry of Education, 2001, p. 8).

Parent/caregiver Interviews

The initial parent/caregiver interviews were similar to the student interviews, and focused on:

- parents' perceptions of their child's attitude to secondary school before they started their current programme of study;
- the assistance that parents gave their child with respect to subject choice and career decisions;
- what parents wanted their child to gain from participating in the programme;
- their educational and career aspirations for their child;
- background information about family circumstances.

A copy of the parent interview is contained in Appendix C.

We interviewed 56 parents in total. Those parents who did not have access to a telephone were sent an interview schedule by post. Response rates overall were 47 percent, and varied between schools from 19 percent to 75 percent. Given that the response rates were so variable, we decided to present the perspectives of parents all together, rather than including sections in each case study.

Programme Leader and Teacher Interviews

The interview with programme leaders included sections on the history, development, content, and delivery of the overall programme, as well as questions on the transition assistance provided to students on the programme, the links the programme made with external organisations, the outcomes for students, and success factors of the programme. The interview with programme teachers was similar, except that the section on the programme's history was omitted. A copy of the programme leader interview is contained in Appendix D, and the programme teacher interview in Appendix E.

Non-school Provider Interviews

At each school, we interviewed at least one non-school provider. We attempted to interview one provider for each course who contributed substantially, either by teaching components of the course, providing the course content, providing learning opportunities through workplace experience, and/or linking students with tertiary study.

The interview with non-school providers was similar to the programme leader interview, and included questions on the history, development, content, and delivery of the part of the programme the provider delivered, as well as their perceptions of the outcomes for students and success factors of the programme. The proportion of the interview completed by the provider depended on the applicability of the questions, given the nature of the provider's relationship with the school. A copy of the non-school provider interview is contained in Appendix F.

Phase 1 Data Analysis

We examined the interviews with teachers, other school staff, and providers to gain the descriptive information contained in the case studies, and to identify common similarities and differences within and between school programmes.

The information from student and parent interviews was coded into common responses and entered into a SAS dataset, to enable similarities and differences to be identified within and between schools. We compared student data between schools, ethnic groups, and genders, and compared parent data between schools and student ethnic groups.

Phase 2

We plan a second round of data collection at the end of 2002, when students finish the programmes or have completed the first year. This decision to interview all of the students at the end of 2002 was made given that past experience has shown that many of the students in two-year programmes leave part way through the second year. This phase will focus on students' attitudes to school, their experiences of the programmes, and the assistance provided to them in developing their transition plans. The data collected will include:

- an individual face-to-face structured interview with each student;
- an individual structured telephone interview with each student's parents or caregivers;
- an individual face-to-face structured interview with each of the programme co-ordinators and teachers;
- the collection of qualification and absentee information for each student;
- the collection of information on current school and programme retention rates.

The student and parent interviews will focus on questions such as:

- Did the student complete the programme, and if not, why not?
- Did completing the programme encourage retention in other more traditional subjects, or encourage the student to stay at school longer?
- Did participation in the programme affect the student's attitudes to school and education?
- What are the student's transition plans, and what impact did the programme have on these plans?
- What skills and qualifications did the student acquire on the programme?
- What sources of career and transition information were available to the student, and how were they presented?

The interviews with programme teachers will focus on their reflections on the students in this study, and how the teachers have assisted the students to develop transition plans and aspirations to continue on to tertiary study and/or the workforce. As well, the interviews will focus on programme success factors and planned improvements.

Phase 3

Approximately six months to one year after the students have left the programmes, they will be followed up for a third round of data collection. In a telephone interview they will be asked about their destinations after leaving school, and their thoughts on the benefits and disadvantages of the programme and the qualifications they gained.

Outcomes

In late 2004, a full report will be published which, in addition to the case study descriptions and findings, will document the findings from the end-of-course and follow-up interviews with the students.

THE SIMILARITIES AND DIFFERENCES BETWEEN PROGRAMMES

This section outlines the features of the programmes that contributed to their being perceived as successful, both in general and in supporting the students' transition from school. This information is a summary of the perspectives of the teachers and providers of the programmes, as well as the initial experiences of a sample of students currently enrolled in the programmes. The findings are grouped according to the research questions for this study. Figure 1 presents a summary of some of the features of the programmes at each school.

Figure 1

Similarities and Differences Between Programmes

	Nature	Content	Main Qualifications gained	Main focus	Main source of funding	Providers of qualifications	Stay in class groups	Work experience	Pathway supported & links to tertiary
Linwood College	• 1 year • Full-time • Year 12/13	7 main areas and core modules	NCES and other National Certificates	Certificates and work readiness	Youth Training, some Operations	Mostly school	Most of the time	Varies, maximum 1 day a week and blocks	Mostly work and apprentice
Aranui High School	• 1 year • Full-time • Year 13	12 main areas and choice of core modules or mainstream	Mostly Unit Standards	Personal skills and work readiness	Operations, some STAR	Mostly school	At least half of the time	Varies, some blocks, some in-house	Mostly work, some links to tertiary
Tongariro College	• 2 year • Full-time • Year 12/13	1 main area, 1 choice, and core modules	Unit Standards, Outdoor Certificate, and possibly the NCES	Work readiness and personal skills	Operations and STAR	School with PTEs and workplace	Most of the time	Up to 2 days a week	Mostly work, some links to tertiary and apprentice
Western Heights High School	• 2 year • Full-time • Year 12/13	Choice of 15 modules and core modules	Unit Standards and range of other	Work readiness, personal skills, and qualifications	Operations, some STAR, and iwi	PTEs and tertiary with school	Most of the time	PTE courses provide on-site experience	Mostly work, some links to tertiary and apprentice
Aorere College	• 2 year • Full-time • Year 12/13	3 main areas and core modules	MIT short courses and possibly NCES	Qualifications linking to tertiary	Operations, some STAR	School with tertiary	Nearly all of the time	Mostly in-house, minimum 1 day a year	Mostly tertiary and apprentice
James Cook High School	• 2 year • Full-time • Year 12/13	7 main areas, 2 choice, and core modules	Unit Standards, possibly NCES and ASDAN	Tertiary links and work readiness	STAR and Operations	School with workplace	Most of the time	Varies maximum 1 day a week	Mostly tertiary and work
Auckland Girls' Grammar School	• 1 year • Full-time • Year 13	4 main areas and core modules	Up to 4 National Certificates including NCES	Certificates and pathway to tertiary	Gateway, some Operations, and STAR	School with workplace	At least half of the time	8 days in each term	Mostly tertiary and work

* NCES (National Certificate in Employment Skills)

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1) What Are the Features of Effective Programmes?

Similarities Between Programmes

There was a striking amount of similarity between some components of the programmes that were viewed as contributing to their overall effectiveness.

The Link Between Programmes and Students' Interests

One similarity was that the programmes were developed to support a group of students who were not experiencing academic success in the mainstream to stay at school and acquire qualifications. To motivate the students, school staff chose content areas they knew the students were interested in and saw as relevant to their lives. The link between students perceiving courses as not relevant and students becoming demotivated is identified in other research (Hawk and Hill, 1996). The fact that all the schools tailored their courses to their students' interests and to local opportunities for employment or tertiary education was seen as contributing to their effectiveness.

Whānau Model

Another key similarity between the programmes was that they were all structured using a whānau model; that is, students stayed together as a class group, often in their own classroom, and for a longer period of time than they would in the mainstream system. In most cases, one main teacher had responsibility for the students, and therefore had more opportunities to build relationships with the students and provide pastoral care than is the norm in the secondary school environment. Most teachers we interviewed saw this arrangement as vital to the success of the programme. This connection is noted in other New Zealand research; for example, Eggleston (2000) reported an association between relationship-building, a whānau environment, and successful outcomes for "at risk" Māori youth in connection with an outdoor education programme.

The whānau model was seen to work well, both socially and administratively, because it:

- supported an emphasis on the whole student and their personal development;
- supported teamwork, the development of communication skills, and the development of positive relationships between students;
- enabled teachers to focus on students who were "at risk", and to provide more support for them;
- enabled teachers to monitor students more closely and reduce absenteeism;
- gave teachers the flexibility to tailor programmes to the interests of the current group of students;
- enabled teachers to assist students to develop their transition plans, and to support students in their introduction to their next environment (either the workforce or tertiary education);
- assisted in timetabling for off-site visits or for courses in which a longer period of time was needed to accomplish set tasks.

Class sizes in these programmes were usually smaller than in the mainstream, which was often required by providers for health and safety reasons. Teachers and providers reported that smaller class sizes enabled them to provide a higher level of individual attention and pastoral care. It also meant there were "few gaps for students to fall through", as teachers could monitor students more closely; and because they spent more time with the students, they were more aware of any problems a student might be experiencing at school or at home.

Role, Skills, and Personality of the Teacher

Another similarity between the programmes was the perceived importance of the skills and personality of the lead teachers (and of the providers who were involved with students on a day-to-day basis). In nearly all the programmes in the study, the principals, teachers, and providers considered the lead teachers to be the linchpin in the programme's success. Students also talked about how the teachers behaved differently from those in the mainstream. The personality traits and skills considered necessary to make a good lead teacher were similar across the programmes:

- having strong leadership skills and a "tough love" approach which combined a sense of humour with clear boundaries and consequences;
- having good relationships with students and taking a personal interest in the current situation of each student and their future plans;
- having the respect of students, and treating students as adults;
- providing a role model for students, and acting as a mentor;
- being prepared to put additional personal time into the job, and providing pastoral care for students (many of the teachers reported that they provided support to students beyond the level that was offered in the mainstream programme, and were knowledgeable about the students' personal situations);
- having the ability to build relationships with external providers and negotiate around difficulties;
- having industry skills and/or credibility (or the ability to tap into someone else who could provide this input);
- being creative in finding ways to adapt programmes to suit the needs of the students.

The students' responses to an attitude scale indicated that good relationships with teachers were associated with feeling successful as a student. In their report on effective teaching practice in low decile schools, the researchers in the Achievement in Multicultural High Schools (AIMHI) project suggested that a good teacher-student relationship is a prerequisite for student motivation and learning (Hill and Hawk, 2000). The researchers discussed a number of elements of this relationship which were also mentioned by the students in this study, such as teachers respecting students, and teachers treating students as adults rather than children. In McKinley's (2000) study of Māori parents and children and their participation in education, students mentioned similar "good teacher" characteristics. McKinley concluded that Māori students' enjoyment of secondary school was related to having good relationships with teachers. Similarly, O'Brien, Thesing, and Herbert (2001) reported in a review of literature on alternative education programmes that relationship-building had a higher priority in these programmes than in the mainstream.

Unit Standards and the Tensions of this Model of Assessment

Unit standards were the main vehicle through which the students' skills were assessed, but the development and assessment of these skills was not the sole focus of any of the programmes. Most teachers considered that the social and behavioural components of the courses they provided were just as important as the emphasis on qualifications, if not more so.

Teachers observed that many students in the programmes had not previously been successful at school and had been labelled as "dumb". The teachers and other school staff considered that unit standards provided a form of assessment that enabled students to experience academic success, and that this led to increased feelings of self-worth and self-confidence.

Lauder, Hughes, and Fitzgerald (1992) suggested that non-cognitive outcomes such as personal development have been neglected in debates about school effectiveness. Hawk and Hill (1996) made a similar point as a result of their findings from the AIMHI project. In their examination of achievement in eight low decile secondary schools, they described how the structure of School Certificate and Bursary examinations, with their emphasis on one assessment at the end of the year, disadvantaged Māori and Pacific Nation students and did not allow their skills to be recognised. The teachers interviewed as part of the AIMHI research suggested there should be a way of formally recognising or rewarding students' positive changes in attitude, leadership ability, and social skills.

Most of the students in this study had achieved very few, if any, formal qualifications prior to their entry to the programmes in the study. This study does not attempt to address the reasons for this, but other research such as Hawk and Hill (1996) and Jones (1991) provide some explanation of why some Māori and Pacific Nation students may not have succeeded in the formal examination system.

Teachers in this current study also outlined the drawbacks of the formal examination system, and were positive about their experiences with unit standards. Teachers considered that unit standards (and probably NCEA) provided a qualifications model that enabled the students' successes to be recognised quickly and academic self-esteem to grow as a result.

Other studies have shown positive reactions by teachers to the idea of using unit standards with low-achieving students. Teachers in the AIMHI study were positive about the potential of the unit standard model to deliver a fairer qualification framework for students (Hawk and Hill, 1996). The Gateway evaluation identified a number of benefits stemming from the pilot programme, including the fact that students were able to gain qualifications from their on-the-job training (Skill New Zealand, 2002). The authors noted that the unit standards assessment framework used in these programmes supported many previously low-achieving students to gain qualifications. Students in the Gateway evaluation reported that they liked being able to demonstrate competence by their actions rather than as a result of pen-and-paper testing.

In this current study, unit standards were perceived as being more "attainable" for students, for a number of reasons.

- The standards were based on practical tasks. Most of the teachers commented that the students who did their courses were more practical or experiential learners who preferred "hands-on" learning. Many of the students also described themselves as "practical", not "academic".
- The unit standard tasks were related to the students' career interests and were therefore motivating.
- Both teachers and students considered that the use of unit standards and the way the programmes were structured enabled the students to work more independently and at their own pace, which meant they were less likely to be left behind. Students and teachers also observed the way this structure altered the student-teacher dynamic, with the teacher becoming more of a "facilitator".
- The use of unit standards gave teachers the flexibility to tailor programmes to the interests and level of the current group of students, as extra standards could be added.
- In many cases, the standards did not rely on students having a high level of literacy in order to pass, as many could be assessed by observation or strategies other than written testing or examinations.
- Students had opportunities to re-sit if they did not pass the first time, and were able to gain unit standards at an early stage in their course. Having these quick successes encouraged students to keep going.

Although teachers were very positive about the successes their students experienced through gaining unit standards, some concerns were voiced about the model and the realities of giving students the opportunity to gain full certificates. Teachers considered that some of the core unit standards in the National Certificate in Employment Skills (NCES), which was offered in many of the programmes, were too easy and some were too hard, which made it difficult for students to obtain the full certificate. Other teachers reported that it was difficult to integrate the NCES into a programme that was based on students' interests, and as a result some programmes did not contain all the core activities of the NCES. Some teachers considered that one year was not long enough to cover the core unit standards in NCES as well as other standards tailored to the students' interests.

Another concern was that the "seamless" approach supported by the unit standard system was not a reality for a number of students. Teachers reported cases where students now in tertiary courses had come back to school and told them they were repeating units they had already completed at school. This lack of credit transfer between providers was also mentioned in the review of Training Opportunities and Youth Training (Ministry of Education, 2001), and has been reported in research concerning similar overseas programmes such as Vocational Education and Training (VET)[3] in Australia (Misko, 2001) and Tech-Prep in the United States (Hershey et al., 1998).[4]

At least one provider considered that some of the unit standards were too atomised and the suggested activities either too simple or boring for students. Providers and teachers frequently reported that they had to add supplementary activities to course material provided by ITOs and other organisations, to make the standards more interesting and appealing to students.

Some teachers reported problems with accessing support for their unit standard programme. One school had difficulty in training teachers to be workplace assessors, and other schools sometimes had difficulty in finding moderators.

Content and Structure

Hands-on Learning and Choice

The content of the courses in this study emphasised learning by doing and real-life activities; although all the courses also contained theoretical elements.

Most of the courses were based on the students' interests and were therefore motivating for them. Another common aspect that helped to hold the students' interest was that once they were enrolled on the programme they were often given further opportunities to make choices. Most students could either select work placements they were interested in, choose optional modules, or choose which optional unit standards they wanted to complete. The importance of student choice is discussed in the literature on alternative education programmes (O'Brien, Thesing, and Herbert, 2001).

Core Modules

Another common element was the provision of a number of compulsory core modules along with the main subject area. The content of these modules varied between programmes, but most offered a similar set in literacy/English/communications, numeracy/mathematics, work or life skills, and computing. These core modules were often based on the requirements of the NCES.

The review of the Youth Training and Training Opportunities programmes outlined the benefits of foundation skills—that is, lifelong learning skills that enable people to "further their education and to find work and keep a job" (Ministry of Education, 2001, p. 9). The final review report suggested that the training programmes needed to focus more closely on foundation skills such as literacy, numeracy, and communication skills (Ministry of Education, 2002). In the conclusion of the American Youth Policy Forum's (1997) compendium of evaluations of youth programmes, a focus on key job-readiness skills, such as basic mathematics, reading, communication skills, and computer literacy, was listed as one of the main factors in successful outcomes for youth programmes. Most of the teachers in our study talked about the importance of these core modules in assisting students to develop their literacy, numeracy, communication, and general life skills.

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[3] VET programmes provide senior Australian secondary school students with opportunities to gain employment-based skills and entry-level qualifications for industry or tertiary training. VET can include structured workplace learning components.

[4] Tech-Prep is a vocational education programme provided in the United States in senior secondary schools. The programme includes a common core of mathematics, science, communications, and technology as a foundation that links to two years of specialised post-secondary courses. Tech-Prep also often includes work experience, and is provided by local consortia of school districts and post-secondary institutions.

One benefit of the core module approach was that the content of each module could be tailored to the academic level of the group of students. Teachers noted that this system was not as successful for students who already had higher qualifications, and they attempted to give these students additional unit standards. Aranui High School had partially solved this problem by offering students a choice of core modules or mainstream classes. Some schools had experimented with putting students back in the mainstream for subjects such as English or communications, but found the module system worked better—organisationally for the school, and behaviourally for the students.

Integration and Authentic Experiences

Another major benefit of the module approach was that it enabled schools to provide an integrated package for students; that is, the content of the core modules could be related to the content of the main subject areas. In mathematics, students could work on engineering tasks; in English, students they could write letters to employers. Programme teachers and providers both viewed this integration as important because it enabled students to develop literacy and numeracy skill through "authentic" tasks which they could see were relevant to their main subject interest.

The integration of content was another common element mentioned by a number of providers. They talked about the way they had combined discrete unit standards to form a more coherent package for students, whereas usually with older students they would cover each standard separately. Teachers and providers saw this integration as reflecting situations in the "real world", and therefore as more relevant and motivating for students.

This integration of content, combined with the use of unit standards, and an emphasis on practical hands-on or experiential learning, contributed to students viewing the content of the courses as fun, practical, relevant, and achievable. Other studies have also linked curriculum integration and experiential learning with improved student motivation and achievement. McKinnon (1995) found that students at Freyberg High School who were involved in an experiential integrated programme using computers did better at School Certificate than their counterparts who were not in the programme. Hawk and Hill (1996) reported that students in the low decile AIMHI schools achieved better results in School Certificate subjects that required hands-on practical learning. They suggested that one of the reasons was that these subjects did not rely on written English skills. As students in the study had entered school with a lower level of literacy than their counterparts at high decile schools, they were at a disadvantage in coping with the literacy demands of more academic subjects. In Australia, Wallace et al. (2001) reported on a study of curriculum integration in science, mathematics, and technology in 16 primary and secondary schools. They observed many forms of "integration" in the schools, and concluded that positive learning outcomes were most evident when students were engaged in cross-curricular problem-solving projects in which subject boundaries were "blurred";, for example, using a combination of concepts and skills in science, mathematics, and technology to build a solar-powered boat. In the United States, a summary of evaluations of programmes that "make a difference for youth" reported that active and project-based learning, team-orientated learning, and the integration of content areas were features of many of the successful programmes (American Youth Policy Forum, 1997).

Work Experience

Another way in which schools were able to provide authentic experiences for students was by providing work experience. The Gateway evaluation report (Skill New Zealand, 2002) described how on-the-job learning could help schools to provide learning that was in context and "more authentic". The American Youth Policy Forum (1997) noted that a "combination of guidance and rich connections to the workplace" (p. vii) was one of the basic principles that supported effective youth programmes.

Full-time Commitment

Nearly all the students were studying in the programmes full-time, although most could usually study other subjects in the mainstream programme if they wished. However, because courses tended to run in blocks of time rather than fitting into the traditional structure of the school timetable, this option was difficult for students, as they had to make up the lost time. A number of teachers expressed concern that the programmes could restrict students' choices and possibly exclude higher achieving students from a more academic pathway. An alternative view was also expressed, namely that the success that students experienced through doing the courses could act as a stepping stone for re-entering the academic stream.

School Support

Another essential element in the functioning of the programmes was the support of the school. The enthusiasm of the principal and senior management was important, as the courses were expensive to run and often operated outside the main school system to varying degrees. This support was not automatic; some teachers talked about having to "win over" school management or other teachers to the benefits of a new approach or the use of unit standards.

Partnerships

A range of other partnerships were vital to the running of the courses. Having good relationships with employers or external providers was essential to at least one of the programmes at each school. All providers were enthusiastic about the links they made with schools. Employers' enthusiasm and support for similar types of programme was a common theme reported in the evaluation of the Gateway pilot (Skill New Zealand, 2002); the review of Training Opportunities and Youth Training also highlighted the importance of close working relationships with industry (Ministry of Education, 2002).

Teachers, students, parents, and providers all talked about the benefits for students of partnerships with employers: students could gain experience of the workforce, which helped them to make career decisions; they could develop work-related skills and gain qualifications as a result of their work placements; they could become known in the workplace, which could lead to part-time or full-time work; and they enjoyed being off-site and being treated like adults. Similar benefits were mentioned in the Gateway evaluation (Skill New Zealand, 2002).

Teachers and providers also talked about the benefits of partnerships with private training establishments (PTEs) and polytechnics. Students could have the experience of studying in a tertiary environment; get a head start on tertiary qualifications; and gain self-esteem from studying courses that their mainstream peers were not doing.

Programme teachers and some providers mentioned having concerns about external providers, including occasional problems in relationships with ITOs, tertiary providers, and employers. Teachers noted that some ITOs and tertiary providers, rather than working with the schools, saw them as direct competitors. Teachers also reported that employers and ITOs did not always understand the culture of schooling or the cultures of the students. Constant liaison between programme teachers and external providers was necessary to ensure that relationships ran smoothly. Some teachers observed that employers did not always know how to provide work experience or on-the-job training in a way that interested students. Schools found that it could be easier to develop relationships with providers or employers who already had a system set up to provide training programmes for other groups or for their own employees.

Similarly, students often had to spend time adjusting to the new environment outside school. Sometimes students did not respond as adults, and had to learn to understand the culture of work or of some tertiary courses, such as ringing in when sick or arriving on time. In some cases, students' inability to adjust to the new environment had a detrimental effect on the relationship between the school and the external provider. Programme teachers reported that they nurtured these relationships and tried to explain to employers that the students were still learning, but sometimes the employer would give a student—and the school—only one chance.

Support and partnerships between the school and the local iwi varied from strong to non-existent. In one case, the local iwi had been approached but had not provided assistance for a programme; in other cases, local iwi were heavily involved in many aspects of the school, including the provision of funding.

Social Goals as Outcomes

Another similarity which teachers recognised as contributing to the success of programmes was the extent to which teachers and providers emphasised personal development as an important outcome. This included positive attitudinal changes, and the development of self-confidence, self-esteem, motivation, teamwork and leadership skills, as well as work- and study-related behaviours and attitudes. For most teachers, the social development of their students was just as important as gaining qualifications. Teachers recognised that students needed to feel confident in order to do well at school, and that they were not going to get where they wanted to be if they did not have the right set of attitudes or behaviours.

Teachers in the AIMHI study suggested that students' lack of self-confidence and motivation was a barrier to their achievement. One of the study's conclusions was that, to provide better support for the development of students in low decile schools, the social and leadership skills that students acquire at school should be formally recognised in the qualifications they attain (Hawk and Hill, 1996). The unit standard model appears to have helped schools to recognise some of these skills, but some teachers in our study reported that there are still areas it does not recognise. Given the emphasis placed on social development, it seems that the developers of qualifications such as the NCES need to focus further on this area.

Differences Between Programmes

Although the programmes in our study had features in common, there was no single recipe for an effective programme. This was partly because schools tailored their courses to students' interests and local opportunities for employment or tertiary education. Although there were many similarities in the content and organisation of the programmes offered, there were also wide differences in how the programmes were delivered.

Qualifications

One of the main differences we observed between programmes was the relative importance schools placed on students gaining qualifications or certificates in one content area versus a range of areas. The Advanced Studies Academies at Linwood College and the Gateway programme at Auckland Girls' Grammar provided students with the reality of completing a whole national certificate, whereas the programmes offered at other schools tended to enable students to gain a series of unit standards that could count towards a national certificate. Aorere College, for example, offered students the opportunity to gain a Short Course Certificate and a taste of a variety of sub-areas within one of three content areas. Other schools, such as Western Heights High School and Tongariro High School, gave students a choice of a number of content areas within one programme. These models both had their strengths. Students who obtained a full certificate had a work-related qualification to put in their CVs, while students who tried out a number of options were able to further refine their career interests.

Schools varied in the emphasis they placed on having a qualification related to every component of the core and optional courses they offered; but in nearly all of the programmes, having a qualification for each section of a module was a strong focus. Although unit standards and national certificates were the main qualifications they could gain, students could also acquire a range of other qualifications such as Kiwi Host, coaching, defensive driving, and Day Skipper's certificates.

Purpose of the Programmes and Pathways

The focus of the programmes in our study varied both within and between schools. Some courses, such as sports academies and outdoor recreation programmes, focused strongly on providing "carrots" for students to stay on at school, and using such "carrots" as a vehicle to help them develop attitudes and behaviours that were more study- and work-related. Other courses focused on giving students a taste of the workplace, while others focused on linking students to tertiary study. Although all courses contained these three elements, the emphasis placed on each one varied considerably.

Another purpose of the programmes was to provide a way for students to try out areas of interest while still at school, without having to pay hefty tertiary fees or take out an expensive student loan. Being able to take a risk without too much financial cost to themselves was important to these students, many of whom came from low-income families. Students noted that one of the major barriers to tertiary study was the financial burden involved.

Just as the purpose of the courses varied, so too did the pathways they emphasised. Some strongly supported a pathway that led straight to work (for example, the Advanced Studies Academies at Linwood College); others made clear connections with tertiary study, and provided extra support for students interested in following this pathway (for example, the Tertiary Pathways programme at Aorere College). The importance of extra levels of transition support is highlighted by Anae et al. (2002) as a way to increase the participation of Pacific Nation students in tertiary study. The team reviewing Youth Training and Training Opportunities concluded that one of the benefits of these programmes was the extra level of support they provided, compared with other tertiary courses; they also suggested that the pathways into and out of the programmes could be further strengthened to support the transition of trainees, for example by providing post-course follow-up (Ministry of Education, 2002).

Students who were being encouraged towards tertiary education tended to report that this would be their next step, whereas those who were being directed to the workforce were more inclined to suggest this as their next destination.

Work Experience and External Providers

All the programmes in the study included some form of work experience. The nature and duration of this experience varied substantially, from one or two days a week organised by the programme teacher, to a few days a year organised by the school's Careers Department. One thing that did not vary was the importance placed on the role of work experience in giving students a taste of the "real world". Programmes that emphasised a pathway to work tended to include a larger component of work experience and/or on-the-job training than those that emphasised the link to tertiary study. For some programmes the work experience component was mostly off-site, and for others it was mostly on-site. In some cases it was difficult for teachers to find employers, owing to a lack of job opportunities in the local area or a lack of industries that matched the students' interests.

Like the teachers in our study, school staff involved in the Gateway evaluation (Skill New Zealand, 2002) reported a number of positive outcomes stemming from the students' work experience and on-the-job learning placements. These included improved student attendance and retention, students becoming more motivated and career-focused, and students gaining a wider range of life experiences and hope for the future.

The importance of the liaison role played by teachers in working with work experience and other providers was often mentioned by the school staff and providers in our study. The evaluators of the Gateway pilots (Skill New Zealand, 2002) also talked about the pivotal role played by the Gateway co-ordinators in each school in the successful implementation of the pilots, for example in closely monitoring the students' work placements. Another potential benefit mentioned in the Gateway evaluation was that work experience programmes enabled students to make mistakes and experiment with different options while still in the supported learning environment provided by their school.

All the schools in our study had developed partnerships that were vital to the delivery of the courses. There was wide variation in who developed course materials and delivered programmes. Schools showed flexibility in sourcing providers and content developers to meet their needs, either from existing or new staff or from external organisations. Some schools used mostly on-site teachers and developed their own content, with assistance from organisations such as ITOs. In other cases, the course content was mostly provided by external PTEs or tertiary institutions. Some programmes had a mix of both on-site and off-site providers.

The team reviewing Youth Training and Training Opportunities recommended that partnerships and collaboration between tertiary programmes, industry, schools, agencies that referred trainees, and other tertiary providers be strengthened in order to improve existing programmes (Ministry of Education, 2002). The potential of business partnerships to contribute to school improvement is also mentioned in the OECD report, *Innovating Schools* (OECD, 1999). The schools in our study were making a wide variety of partnerships with local businesses and tertiary institutes.

Content

The range of content areas provided by school programmes depended on a number of factors, including student interests, local employment opportunities and business needs, local opportunities for tertiary training, and the availability of teachers or providers with subject knowledge. One of the strengths of these programmes was that schools were able to provide courses tailored to match students' interests with specific local employment opportunities, for example the Forestry and Maritime programmes at Western Heights High School, and the Services Academy at Linwood College. Schools also provided courses that were more generic, such as sports and outdoor education, engineering, and tourism and hospitality.

Funding and Support

Many of the programme leaders reported that the costs of the programmes in this study were higher than those of other school courses, for reasons that included smaller class sixes, equipment costs, or the costs involved in taking students off-site. Adequate funding was an essential component of each programme. Although all the programmes were funded at least in part from the school's Operations Grant, other sources of funding were used to varying degrees, such as Secondary/Tertiary Alignment Resource (STAR), Gateway, and Skill New Zealand funds, along with other sources such as iwi support. In addition, most programmes received some form of indirect support from the external organisations they linked with. The exact proportion of each course that was funded from these different sources varied widely between schools.

2) Does the Programme Assist the Retention of Students at School?

The information collected from students and parents indicates that the courses encouraged at least one-third of the students in our study to stay at school (either at their existing school or at a new school). One-fifth of the students indicated that if they had not joined the programme in 2002, they would have left school with or without a job, and approximately one-tenth would have gone to a tertiary training course.

The content of the courses and the way they were delivered also appeared to contribute to student retention. Students perceived the courses as being fun, practical, relevant to their career interests and lives, and achievable. Teachers tried to tailor courses to the interests of individual students, and to provide a range of choices in activities or work experiences.

Teachers observed that many students in low decile schools could not see the relevance of Bursary courses, and did not have many successes in such courses. This view was confirmed by a number of students, including a few with higher qualifications, who could not see how getting Bursary would help them get a job. A number of parents mentioned that their child did not see the relevance of examinations, some of their more academic subjects, or some of the subjects they were not personally interested in. Making academic courses relevant to students in low decile schools, especially those likely to do well in them, is a challenge for schools that was mentioned by some of the teachers in our study.

Some of the teachers suggested that similar courses needed to be made available to Year 11 students in order to capture their interest in furthering their education. Staff at two of the schools in our study had recognised this need and were offering "taster courses" for Year 11 students, namely the Junior Academies at Aranui High School, and the Pre-employment Course at Aorere College. Other schools had programmes for junior students which fed into senior courses, such as the Te Ruinga Pai programme at Western Heights High School.

3) Does Participation in the Programme Assist Students' Transition to Further Study or Work? How Does This Occur?

Teachers reported that the courses helped students in their transition in a number of different ways. First and foremost, students could clearly see the links between the course they were doing and their employment or study aspirations. Although the type and amount of linkage between each course and opportunities for employment or further study varied, the students were very clear that their course was connected to their future plans. Nearly 90 percent thought that the course could lead them to a job, and two-thirds reported that the course could lead them to further study.

Secondly, students were given a taste of being in the workplace or a tertiary institution. Programmes attempted to create within the school a social environment that had similar expectations in terms of behaviour and attitudes as students would experience in a workplace or tertiary institution. Teachers, students, and providers reported that students were treated as adults, given more responsibility, expected to function independently of the school, and given the chance to learn independently or at their own pace.

Thirdly, courses had a substantial component of work experience or on-the-job training, which gave students an introduction to the workforce and the culture of the workplace. All the people we interviewed talked about the potential of the courses to help students gain qualifications, skills, work-related behaviours and attitudes, and experience relevant to the workplace.

Fourthly, the students received a high level of pastoral care from programme teachers and some of the providers. As teachers spent longer periods of time with students, they were more likely to be aware of their interests, and often took on the role of careers adviser in helping students to define and work towards their career goals. This was an integral part of most of the courses, especially those that incorporated the NCES. In many cases, teachers and providers worked actively to place students in employment when they left school, or to help them find and enrol in tertiary courses.

A number of the courses in our study focused on helping students to make the step to tertiary study. Assistance was provided in a number of ways. In some programmes, students completed courses that were designed as a "taster" or stepping stone to a tertiary course. In other programmes, students took actual tertiary courses at school or attended tertiary institutions for block courses. In others, students were taken to visit tertiary institutions and/or were visited by guest speakers who talked about the courses on offer. On the whole, it appeared that schools and tertiary organisations were working together to provide extra support for students wanting to go on to tertiary education, and were providing more obvious stepping stones to tertiary courses as outlined in Anae et al. (2002). Teachers and providers considered that these extra stepping stones gave students confidence, by giving them the opportunity to complete starter qualifications or to see that they could function in a tertiary environment and do tertiary-level courses.

The Gateway evaluation (Skill New Zealand, 2002) identified a number of attitudes and behaviours that could affect transition, such as a lack of communication skills (particularly in male students), a lack of self-confidence and confidence in interacting with people in authority (particularly in Pacific Nation students), and variable motivation. Students, parents, providers, and teachers in our study also talked about many of these attitudes and behaviours.

The authors of the Gateway evaluation (Skill New Zealand, 2002) reported that these attitudes influenced the amount of support that students needed in on-the-job learning programmes. The authors suggested that enabling students to deal with these issues while still in a supported learning environment, as provided by school-based programmes such as Gateway, is likely to support their transition. Similar views were held by the teachers and providers in our study.

Longitudinal studies of similar vocational programmes overseas, such as VET in Australia (Misko, 2001; NCVER, 2000; Polesel, Teese, and O'Brien, 1999) and Tech-Prep in the United States (Bragg, 2001; Hershey et al., 1998) show that these programmes can result in increasing numbers of students experiencing successful transitions and continuing on to tertiary education, including students with previously low academic achievements (Polesel, Teese, and O'Brien, 1999) or from low socio-economic backgrounds (Bragg, 2001).

Further Ways in Which Students' Transition Could be Assisted

All the people interviewed in our study were very positive about the courses, and the role they played in helping students with low qualifications to achieve and to develop their career and study goals further. Although many parents gave their children advice on their education, as well as on school choices and careers, most of this advice was very general. The student interviews showed that students relied on the programme teachers and other school staff as their main source of information on subject choices and decisions about careers and tertiary courses. Some students did not seem very aware of other options available to them at school, and just under half reported that they did not get any advice or assistance about these options. Students were also not very knowledgeable about the past or current qualifications they were studying for, even though the schools had provided them with pamphlets that outlined this type of information.

Some courses provided more obvious pathways to tertiary education than others, and some students appeared to be better informed about these pathways than others. Although most students had an idea of the career or job they were heading towards, most students and their parents were unclear about what specific qualifications they would be gaining from their current programme of study, or about the tertiary study options the school course could lead to. In some ways this is hardly surprising, given that these questions were asked at the start of the programme, and it is likely that students will be given more information at later stages. On the other hand, it seems that students could benefit from knowing more about where their current course of study, and its associated qualifications, could lead them.

Boyd, Chalmers, and Kumekawa (2001) suggested that career information programmes are needed to specifically target groups of students who lack adequate information, advice, and preparation, such as Māori and Pacific Nation students, and students from low decile schools. They suggested that parents could also be targeted to assist them in providing this kind of advice. Increasing the amount of parent education to support students in their education and decision-making is also mentioned by Hawk and Hill (1996).

Nearly all the students in our study had a career goal in mind, and for most this goal was directly related to their current course. Information from students, parents, and teachers shows that this perceived relevance of their current course to their immediate post-school plans was starting to have a positive impact on the students' motivation and achievement. This research, and previous studies, have highlighted the importance of helping students to develop their aspirations or career goals earlier on in their schooling (Boyd, Chalmers, and Kumekawa, 2001; Nash and Harker, 1998). The information from our study indicates that doing so could have positive effects on students' motivation and achievement, as could a stronger emphasis on demonstrating the relevance of academic courses to students' career plans.

Summary Comments

McKenzie, Lee, and Lee (1990) overviewed the transformation of the New Zealand technical high school from the late nineteenth century to the 1960s. As part of this review they suggested that, because of the egalitarian nature of New Zealand society, models used in other countries, which selected students early on in their schooling for a technical education, tended not to be adopted here. Instead, the New Zealand education system promoted a common core curriculum to provide general education for all. The authors also reported that a number of educationalists expressed doubts that some students "learnt best through concrete activities".

The information from our study suggests that some schools have struggled with this legacy and with the reality of the "core curriculum", which seemed in essence to have become an academic curriculum taught in traditional academic ways. The lack of "fit" for some students has become more evident as the school-leaving age has increased, and on-the-job training and employment opportunities for students with no qualifications or evidence of skills have considerably diminished. The provision of alternative curriculum and teaching methods better suited to the needs of this group of students has been made possible by new funding, particularly STAR, and work-related funds, and the new qualifications available through the National Qualifications Framework. Some tensions related to the balance of "academic" and "vocational" are still evident in teachers' concerns about the NCES.

The programmes in our study were aimed at the final years of schooling. Could some of the students who found these programmes more relevant and enjoyable than their previous secondary courses have experienced success and gained confidence and self-managing skills earlier, if such programmes had been available in the initial and middle years of secondary education? Should comprehensive vocational programmes be available earlier, or would this curtail students' options? Or is it a matter of helping all students to see the relevance of school to their future, for example by including some practical, problem-solving components in academic courses, or more integration of subjects? How do you achieve a balance between supporting students' needs and developing their interests, while also supporting the development of the key literacy, numeracy, communication, and general life skills they need for a successful transition from school? These are vital questions for the educational community, and educational policy.

An international review of the literature on effective transition programmes from a number of countries[5] (OECD, 2000) concluded that there is a need for countries to offer a diverse range of transition and vocationally based education programmes for students. This report identified six key factors that appeared to be essential for "effective transition systems" (p. 150):

1. A healthy economy providing job-rich growth.
2. Well-organised pathways that connect initial education with work and further study.
3. Widespread opportunities to combine study with workplace experience.
4. Tightly knit safety nets for those most at risk.
5. Good information and guidance.
6. Effective institutions and processes.

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[5] New Zealand did not participate in this review.

The report concluded that no single pathway holds the key to an effective transition system, which is certainly borne out by our research. When one compares the programmes in our study with the OECD's key factors, most are making substantial efforts to provide courses that incorporate factors 2 to 5; in other words, those factors that programme developers and teachers have control over. Although there is no single recipe for success, these programmes all provide supports for students who have previously experienced little academic success at school, such as courses tailored to their individual interests which also link to their career interests; a whānau model of delivery; the opportunity for students to choose areas of interest and gain qualifications in those areas; and teachers who closely monitor students, build good relationships with them, and provide pastoral care.

The potential of the programmes in our study to help students in their transition to the workforce or further education and training was summarised by one student as she reflected at the start of her current course:

> It's a real good course 'cause it prepares you for life after school… When you take this course it's like the sky's the limit—you can do anything you want.

The next two phases of this research will provide further information on the students' level of engagement with the programmes and the reality of their experiences in relation to their initial transition plans and career aspirations.

STUDENTS' PERSPECTIVES

Students were interviewed at the start of 2002, as they entered the programmes in this study. The interviews provided baseline information on their attitudes to secondary school; why they chose to join the programmes, and what they hoped to gain from them; and information on their career and transition decisions to date. This section provides a summary of some of the information from the student interviews. A more detailed overview by school is provided in each case study.

Student Characteristics

In total, 119 students (63 male and 56 female) were interviewed in Phase 1: 50 were in Year 12, 67 in Year 13, and 2 in Year 14. The largest group of students (43: 36 percent) identified themselves as Māori, and the next largest group as Pacific Nation (37: 31 percent): that is, 16 students identified themselves as Samoan, 7 as Tongan, 3 as Cook Island Māori, 2 as Fijian, 5 as coming from more than one Pacific Nation, and 4 as from other Pacific Nations. Approximately one-quarter of the students were Pākehā (26: 22 percent), 5 identified themselves as both Māori and Pākehā, 4 as Asian, 2 as both Māori and Pacific Nation, and 2 as both Pākehā and Pacific Nation.

Attitudes to School Before Students Started Their Current Course of Study

Information on students' attitudes to school was collected to examine the link between attitude, motivation, achievement, and retention at school. Other research has shown that attitude can be an important predictor of retention at school (Ainley and Sheret, 1992) and is related to achievement (Nash and Harker, 1998). Nash and Harker (1998) reported that:

> . . . high aspirations, positive self-concepts, and an acceptance of schooling are associated with relative gains in student attainment . . . (p. 91).

General information on students' attitudes to school before they started their current course of study is contained in each case study in this report. To provide an additional measure of attitude to school, and to enable possible changes to be observed over time, all students completed an attitude scale of 31 items, which will be repeated in Phase 2. As only 15 students approximately were interviewed at each school, this data has been combined as shown in Table 1.

Table 1

Student Attitudes to School Before Entering the Programme (N = 119)

School is a place where:	Strongly agree %	Agree %	Disagree %	Strongly disagree %
Relevance and learning				
The things I learn are important to me	45	44	8	3
The skills I learn will be of use to me when I leave school	46	38	11	4
The work I do is good preparation for the future	37	50	8	4
The things I am taught are worthwhile learning	35	50	13	3
I always try to do my best	35	47	13	5
Things I learn at school are not much use for my future	5	15	49	31
I like learning	23	50	22	5
I find that learning is a lot of fun	13	59	19	8
I am given the chance to do work that really interests me	12	62	22	4
Teacher relationships				
Teachers help me to do my best	27	60	11	3
I like my teachers	20	56	15	8
Teachers listen to what I say	16	43	33	8
I am a success as a student	15	52	25	8
Teachers are fair and just	14	50	29	6
I keep out of trouble	14	62	23	2
I learn most things pretty quickly	14	61	23	2
I don't get on with my teachers	7	13	50	30
Positivity				
I feel happy	36	48	13	3
I enjoy myself	29	52	13	6
I feel confident	25	57	15	3
I get all the help I need	24	53	21	3
Negativity				
I get bored	20	40	25	15
I get restless	10	43	39	8
I know how to cope with the work	13	67	17	3
I get tired of trying	9	32	45	14
I get good marks	8	41	42	8
Other scale items				
I have good friends	76	22	3	-
I could do better work if I tried harder	54	40	5	1
I get a hard time from other students	3	11	38	49
I achieve a standard in my work I consider satisfactory	14	59	23	4
I like to ask questions in class	17	49	25	9

Difference by Ethnicity and School

An inspection of the responses to individual questions in the attitude scale suggested that there were differences in students' responses, depending on the ethnic group to which the individual belonged, and/or the school they attended, but not their gender. In an attempt to explore these differences, responses to questions were grouped into factors[6] and an analysis of variance was used to test for differences between schools and/or ethnic groups in these aggregated responses. The factors, based on the questions included in them, were named as follows:

- *Relevance and learning*—based on questions about the use and importance of learning, and liking and enjoying learning;
- *Teacher relationships*—based on the perceived quality of the relationship between the student and their teachers;
- *Positivity*—based on questions about positive feelings of happiness, confidence, enjoyment, and receiving support;
- *Negativity*—based on questions about negative feelings of boredom, a lack of motivation, and knowing how to cope.

This analysis of variance showed that there were significant differences between schools on how students responded to the *Relevance and learning* and *Teacher relationships* items. There were no significant differences between ethnic groups for these items.

There were significant differences between schools and ethnic groups for the *Negativity* questions. The differences between ethnic groups were approximately the same in all schools. These observed differences could have been influenced by the students from Auckland Girls' Grammar School who were in the first year of Gateway but in the second year of their National Certificate programme. These students reported more positive attitudes towards school overall than the other students in our study. The findings for *Relevance and learning*, *Teacher relationships*, and *Negativity* were the same whether the students from this school were included or not.

When the Auckland Girls' Grammar School students were excluded, there was a significant interaction between school and ethnicity for the *Positivity* questions, indicating that some ethnic groups in some schools had different attitudes from the same groups in other schools. This indicates that the students from some ethnic groups felt more supported in some schools than in others.

In summary, students' opinions about themselves as students, the relevance of their learning, their relationships with teachers, and the extent to which they had a negative attitude, were associated with the school they attended. The extent to which students had a negative outlook was also associated with the ethnic group they belonged to, and was similar across all schools. The extent to which students had a positive outlook varied, and was related to both the school they attended and the ethnic group to which they belonged.

In some cases, the responses of students to the scale appeared to be more positive than the views they expressed in the interviews in response to open-ended questions on similar themes. Responses to questions in the attitude scale about the general relevance of school indicated that most students considered the work they had done at school to be good preparation for their future. In the open-ended part of the interviews, over one-quarter said they did not feel prepared for life outside school; almost one-fifth could not name anything useful they had done or learnt at school to date; and a number said they did not consider that the mainstream programme had been relevant to them. Although the questions in the interview and the attitude scale were similar, they were not identical, as the interview process enabled further information on students' attitudes and behaviours to be gathered. It is likely that these differences contributed to the variation observed between student responses to questions in the interview and in the attitude scale.

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[6] A principal components factor analysis with varimax rotation was conducted, and the item responses were found to group into four factors. Cronbach's alpha was calculated for each group of questions, and these were between 0.76 and 0.90 (values of over 0.7 are generally held to indicate adequate reliability, in that the factor shows satisfactory internal consistency).

Comparison of Innovative Pathways Students' Attitudes With Others

Table 2 compares the responses of students in the Innovative Pathways (IP) study with the total cohort of Year 9 students in Australia,[7] on the equivalent items in the scale from the Longitudinal Surveys of Australian Youth (LSAY) study (Marks, 1998).

Table 2

Comparison of Innovative Pathways and Australian Year 9 Students' Attitudes

School is a place where:	IP study "Agree" or "Strongly agree" N = 119 %	LSAY study "Agree" or "Strongly agree" N = 13 000+ %
Relevance and learning		
The things I learn are important to me	89	87
The work I do is good preparation for the future	87	83
The things I am taught are worthwhile learning	85	78
I always try to do my best	82	82
I am given the chance to do work that really interests me	74*	63
I like learning	73	73
I find that learning is a lot of fun	72*	43
Teacher relationships		
Teachers help me to do my best	87*	71
I am a success as a student	67	79*
Teachers are fair and just	64	64
Teachers listen to what I say	59	65
Positivity		
I feel happy	84*	72
Negativity		
I know how to cope with the work	80	85
Other scale items		
I achieve a standard in my work I consider satisfactory	73	83*
I like to ask questions in class	66	60

* Indicates a difference of 10 or more percentage points.

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[7] Year 9 in Australia is equivalent to Year 10 in New Zealand.

The students in our study expressed more positive views in terms of their general happiness, finding their learning fun or interesting, and getting help from teachers to do their best. They were less positive about their own success to date. Otherwise, there was very little difference between our sample of "at risk" students and the slightly younger Australian sample, which covered all students.

However, comparison with the 12-year-olds in the Wellington region in the Competent Children at 12 study (Wylie, 2002) shows some striking differences in the *Negativity* items, as shown in Table 3. The students in our study were approximately five times more likely to agree with the *Negativity* items, and to say they got a hard time from other students. They were three times more likely to say they could do better work if they tried harder. Some of this difference may reflect differences in attitudes; some may reflect the gap in age or the different scales used in the two studies.[8]

Table 3

Comparison of Innovative Pathways and Competent Children at 12 Students' Attitudes

School is a place where:	IP study "Strongly agree" and "Agree" N = 119 %	Competent Children (Age 12) "Usually" N = 496 %
Teacher relationships		
Teachers help me to do my best	87	82
I like my teachers	76*	58
Teachers listen to what I say	59	69*
Teachers are fair and just (similar wording)	64	73
I keep out of trouble	76*	61
I learn most things pretty quickly	75*	58
Positivity		
I enjoy myself	81	76
I get all the help I need	77	68
Negativity		
I get bored	60*	12
I get restless	53*	8
I get tired of trying	41*	9
Other scale items		
I have good friends	98	93
I could do better work if I tried harder	94*	31
I get a hard time from other students (similar wording)	14*	3

* Indicates a difference of 10 or more percentage points.

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[8] In this study, a four-point scale was used for these items. The Competent Children study used a three-point scale. Our categories "Strongly agree" and "Agree" were compared with the Competent Children category "Usually". The other Competent Children categories were "Occasionally" and "Rarely/never".

Information From the Interviews and Other School Data

Most of the students in our study were similar in that they had no or low qualifications before they entered their current course of study. Yet from the interview questions and other school data, we observed that Pacific Nation students (who were predominantly from the three Auckland schools) tended to have lower absenteeism rates and express more positive views of school than the other students, in both the open and closed questions of the interview. Pacific Nation students were more likely than other students to report that they were motivated by secondary school, liked secondary school, and had done well at school, and that secondary school had prepared them well for life outside school.

It is likely that these differences are due to an interaction between school differences, programme intake differences, and cultural differences in behaviour and expectations of schooling and education. Students from the schools with high Māori enrolments expressed more positive attitudes than students from the schools with higher Pākehā enrolments.

There were no significant differences, by school or ethnicity, in the students' opinions as to whether their current course could lead them to work and/or study, and in their desire to get educational qualifications in the future. However, the students from the three Auckland schools were more likely than students from other schools to indicate that their next step after school would be tertiary education of some type. This is likely to reflect the emphasis that these three schools placed on tertiary education.

The amount of information and advice that students got about joining their current programme varied between schools. Overall, Pacific Nation students reported receiving less assistance about their school subject choices than other students. They appeared to be getting similar levels of assistance from teachers to other students, but less assistance from family members. It is possible that their parents did not have enough knowledge of the school system to assist their children. This finding highlights the important role that schools play in helping students with subject choices and career information, especially in the Auckland area.

Gender Differences

There were very few significant differences between the responses of male and female students on the attitude scale or interview questions. Female students were more likely to indicate that they got support at school, with larger numbers agreeing with the statements "Teachers listen to what I say" and "I get all the help I need". Female students were also more likely to indicate that there were things at home or at school that could help them to do better at school.

Achievement

The students in our study used a number of sources of information to define how well they were doing at school. The main source was school feedback in the form of reports, qualifications, parent-teacher interviews, and assessments or examinations. The majority of students had no or low qualifications before entering the programmes in our study.

Many students considered that still being at school was an important indicator of their success, particularly if no one else in their family had stayed at school as long as they had. Students also considered that working hard and/or keeping out of trouble indicated that they had done well at school.

Many students reported that one of the main influences on their achievement at school was a lack of personal motivation and/or a positive attitude to studying. Students who said they were not motivated by school and/or did not like school were more likely to report that they had not done well at school and/or did not feel well prepared for life outside school. Students also considered that a lack of motivation could affect their achievement in their current course and their likelihood of completing tertiary education in the future.

Students also mentioned other influences on their achievement, some of which stemmed from their home situation, such as a lack of family finances, overcrowding, and family commitments. Other influences were linked to situations at school and relationships with teachers, such as needing more support, assistance, explanations from teachers or firmer consequences for their actions. The fact that the attitude items "I am a success as a student" and "I learn most things pretty quickly" were grouped under *Teacher relationships* reflects the importance of such relationships in students' perceptions of themselves as successful achievers at school.[*] Other influences included being distracted by the behaviour of their peer group or affected by their peers' less-than-positive attitudes to studying and teachers.

Teachers and providers also commented on some students' lack of motivation and participation in class, linking it to their low academic self-confidence and their previous inability to see the relevance of the work they were required to do. Teachers and providers in our study were supporting students in a variety of ways to overcome these barriers, for example by helping them to gain qualifications to boost their academic self-confidence, and by emphasising relationship-building and positive attitudes to learning.

Students' Transition Plans and Aspirations

Nearly all the students in our study (103: 87 percent) could see their current course leading them to a job, and almost two-thirds of these students could also see the course leading them to tertiary education. For the largest group (52: 44 percent), this was a course at a polytechnic or a private training establishment (PTE). Only a very small number of students (4: 3 percent) saw their course leading them to a university degree. Nearly one-fifth of the students (23: 19 percent) were not sure of the type of course they could attend. These findings support previous research in this area. New Zealand and overseas studies have shown that students from low decile schools or from low socio-economic backgrounds are less likely to go to university (Anae et al., 2002; Boyd, Chalmers, and Kumekawa, 2001; Fergusson and Woodward, 2000). If students from lower decile schools did attend tertiary courses, they were more likely to be provided by polytechnics or PTEs (Anae et al., 2002; Boyd, Chalmers, and Kumekawa, 2001).

Although many students saw a link between their current course and tertiary study, many had difficulty in naming the qualifications they were going to gain from their course, or in giving any specific details of the tertiary course they could continue on to.

Many students also had difficulty in naming the qualifications they had gained in the past. The schools in our study provided students with information that clearly set out the qualifications they could gain, and in some cases the tertiary options the courses led to. Many students did not appear to have digested this information. This is hardly surprising, given that the students had only just started their current course. It is likely that as students get nearer to leaving school they will acquire more of this information. It also seems there is room for schools to provide students with further information to ensure that they are aware of the qualifications they have gained or are able to gain, and where these qualifications could led them, to help them make decisions about transition.

Students' Initial Responses to the Programmes

On the whole, students' initial responses to the programmes in our study were very positive. They viewed the courses as motivating, practical, relevant, fun, achievable, and related to their career goals. They were positive about the relationships they were building with other students, teachers, and the world outside school.

PARENTS' PERSPECTIVES

Introduction

Because the response rate of parents was variable between schools, the perspectives of parents have been combined in this section of the report, rather than being included in each case study. At the start of 2002, 56 parents or caregivers (47 percent of the total number possible) were interviewed about their child's attitudes to school before they started their current course of study; their input into their child's career decisions; what they would like to see their child gain from participating in the programme; their aspirations for their child in the future; and their family circumstances. Most of the people interviewed were the student's mother (40: 71 percent), 11 (20 percent) were the father, and 5 (9 percent) were another person such as a stepmother, grandparent, or sister. As most of the caregivers were parents, this is the term used in this section of the report. Most of the parents answered most of the interview questions, although information on family circumstances was not given for one family.

Family Circumstances

Household Composition

The majority of the parents (39: 70 percent) lived with their partner, and 16 (29 percent) were sole parents. The proportion of sole-parent families was similar to the national figure of 28.3 percent from the 1996 census (Statistics New Zealand, 1998). The number of people living in each household varied from 2 to 10. Two-thirds of the parents had between 2 and 5 people living in their house (37: 66 percent), and approximately one-third had 6 or more people (18: 32 percent). These households were much larger than the national average. At the time of the 1996 census, the average household size was 2.7 people and only 5 percent of households contained 6 or more people (Statistics New Zealand, 1998).

Employment and Income

Almost one-third (17: 30 percent) of the families had 2 people in their household in full-time work, and another third (17: 30 percent) had one person in full-time work. In nearly one-fifth (11: 20 percent) of the families, neither parent was employed in either full- or part-time work, and in 4 families one or both parents were in part-time employment. The rate of unemployment for families in our study was much higher than the national rate, which was 5.3 percent in the January to March quarter of 2002 (Statistics New Zealand, 2002).

The parents' current jobs were coded using the census categories from the *New Zealand Standard Classification of Occupations 1999* (Statistics New Zealand, 1999a). Most of the parents were in unskilled or semi-skilled jobs. Of the 68 interviewees and their partners who were employed, the largest group were plant or machine operators (14: 21 percent), followed by clerks (12: 18 percent), elementary occupations, such as storemen or cleaners (11: 16 percent), trade workers (6: 9 percent), services and sales workers (5: 7 percent), and agricultural and fisheries workers (4: 6 percent). A smaller number were professionals (8: 12 percent), technicians and associated professionals (7: 10 percent), or legislators and managers (1: 1 percent).

The parents in our study were over-represented in the plant or machine operators and elementary occupations categories, and under-represented in the services and sales workers, and legislators and managers categories, when compared with national data (Statistics New Zealand, 1999b). Parents who lived in Auckland tended to be plant and machine operators and in elementary occupations, and parents in other locations tended to be clerks.

Of the 47 parents who responded to a question about household income, approximately one-fifth (10: 21 percent) lived in households with a total income of $20,000 or less, and a further 19 percent (9) lived in households with a total income of $20,001 to $30,000. The largest group (15: 32 percent) had a household income of $30,001 to $50,000, and 13 (28 percent) had a household income of $50,001 or more. Nine people did not know their annual household income, or chose not to answer the question. Almost two-thirds (72 percent) of these households had less than the average household income of $53,716 (Statistics New Zealand, 2001b). The Auckland parents were more likely to be in the low-income groups.

Education

Of the 56 parents interviewed, only 15 had a tertiary qualification: 3 (5 percent) had a degree or higher, and 12 (21 percent) had another type of tertiary qualification. The majority had no qualifications (24: 43 percent) or a school qualification (12: 21 percent). A small number (5) could not remember or chose not to answer the question.

A similar pattern emerged for the 35 partners for whom data was available, with 18 (51 percent) having no qualifications, 9 (26 percent) having a school qualification, 8 (23 percent) having another type of tertiary qualification, and none having a degree or higher. Data was not obtained for 6 of the partners.

Table 4 shows that, when compared with national statistics, these parents were almost twice as likely to be in the "no qualification" category, and were substantially under-represented in the "degree or higher" category.

Table 4

Parents'/Caregivers' Highest Qualification

	Parents (N = 86) %	National* %
No qualification	49	26
School qualification	24	33
Vocational, trade, or other post-school qualification	23	29
Degree or higher	3	11
Total	99	99

*Statistics New Zealand (2001b).

The majority of the parents interviewed (42: 75 percent) said they would have liked to further their education: 10 would like to obtain a school qualification, 14 a degree, and 18 some other type of tertiary qualification.

Students' Attitudes to School Before 2002

Parents were asked to describe their child's attitude to school before they started their current course of study. On the whole, parents were divided into two quite distinct groups. The largest group (30: 54 percent) said that their child's attitude to school was obviously negative or that their child did not enjoy school. This group comprised most of the parents of Pākehā or Māori students.

> She hated it! It sucked. She has dyslexia… …She couldn't understand the work—she felt stupid and inadequate.

> I don't think he really enjoyed it too much, he tried but he struggled, because he didn't do that well, he found it hard to ask questions.

> She says, "It sucks!" . . . . . She is not too keen really, she is going because it is there. She is not enthusiastic.

> It was somewhere he just went every day to eat his lunch.

A smaller group of parents (22: 39 percent), mostly of Pacific Nation students, described positive attitudes or behaviours towards school, saying for example that their child liked or enjoyed school, wanted to learn, and/or kept out of trouble.

> His attitude is really good. He never misses school. He's really good when he goes to school, there are no problems at school. We get good feedback from teachers.

> He goes everywhere with the PE class. He tried hard, he was there before everyone arrives.

A few parents (4) gave responses that were neutral or a mix of both positive and negative.

Parents were asked why they thought their child felt that way about school. The most common explanations given for a child's negative opinions of school were that they did not do well or found the work too hard (10: 18 percent), were bored or not motivated by school (8: 14 percent), had problems with peers or were distracted by peers (9: 16 percent), and/or did not get on with teachers (8: 14 percent).

> Because he wanted to get up and do things rather than sit down with books or write. Some of the teachers treated them like babies.

> He had to do English and maths. He felt like he couldn't keep up and that he didn't fit in.
>
> I didn't think she was wanting to go to school at all. She didn't want to be part of it. She wasn't clear on what she was going to school for.

The most common reasons given for a child's positive opinions of school were that they liked particular subjects or learning in general (14: 25 percent), liked going to school (6: 11 percent), liked socialising (5: 9 percent), were doing well (4: 7 percent), and/or liked the responsibility of being a senior student (3: 5 percent).

> Because she has gained a lot of understanding and experience from secondary school which makes it very enjoyable.
>
> He likes teaching the young ones kapa haka.

A number of parents (8: 14 percent) said they were not sure about the reasons for their child's attitude to school.

Almost half of the parents (26: 46 percent), mostly those of the Māori and Pākehā students, said that their child's attitude had changed since the third and fourth form. Most (20: 36 percent) had noticed a negative change.

> By the end of the fifth form her attitude and demeanour changed. It was like living with a person from another planet. She didn't bother about homework, being on time, etc.
>
> She liked it in the third and the fourth form... *[How did things change?]* She didn't know what she wanted and so she didn't know what to reach out for. She said if she had known what she wanted in the third form she would have done different subjects. She was disappointed that she did not know this [the subjects she would need for the job she wanted] in the third form. Now she has to catch up on those subjects.
>
> He had a reputation for being disruptive. He didn't want to participate. He's been this way all through school. Teachers judged him harshly; as he had a reputation he got no second chances. School was really hard for him as he was stuck in a mould. His attitude got worse as he got older and became more aware that he had to go to school. He is not academic.

A few parents (6: 11 percent) had noticed a positive change.

> In the third form she was not achieving. She did an outdoor education class—that made a big, big difference. She came top in swimming.

Parents' Views on Students' Achievement at Secondary School

We asked parents to rate, on a five-point scale, how well they thought their child had done at secondary school up until the end of 2001, before they started in their current programme of study. Parents tended to rate their child at the middle or top of the scale, with almost one-quarter (13: 23 percent) choosing each of "very well" and "quite well". Most parents of Pacific Nation students tended to choose the top two points in the scale. When asked why they thought their child had done very well or quite well, parents mainly said it was because they had got good marks or reports or passed examinations.

> She had good reports. She stuck it out even though she didn't like it much. She's still at school now.

Parents also saw the fact that their child had tried hard as an indication that they were doing well at school.

> Because she had put in an effort, despite the hard time she had in the third form. She's a conscientious student.

A further 23 percent thought that their child had done "well". These parents tended to report that their child was "average" or that their achievement varied between subjects.

> In some things he did well and other things he hated—he wouldn't do the homework. He would say he could do it... The other kids made him feel silly. His reports said he didn't say anything or participate, he was there in body only.

> He's doing well at school. His grades were all right.

One-fifth (13: 21 percent) of parents thought that their child had done "not very well", and 9 percent thought "not at all well", because they did not pass examinations, did not get good reports or marks, or were not motivated. These parents were mostly those whose child was Pākehā or Māori.

> Most of his reports were not very good. Most of the teachers didn't have anything very good to say.

> He hasn't got any qualifications after all this time. He has learnt things but nothing to show an employer.

> He failed School Cert. He didn't enjoy it. He didn't see the point in it. He wasn't going anywhere. He wasn't applying himself.

Three parents said they were not sure about the reasons for their child's level of achievement.

Like their children, parents linked students' attitudes to school to how well they had done at school. Parents who reported that their child was motivated by school and/or liked school were more likely to indicate that the child had done well at school.

In the AIMHI study, Hawk and Hill (1996) reported that parents often confused good behaviour with achievement. This association was evident in our study also. Some parents were unclear about what their child had achieved; at least one reported that their child had done well in School Certificate when in fact they had not passed any subjects. The fact that parents may not have an accurate idea of their children's achievements is also mentioned in the first Strengthening Education in Mangere and Otara (SEMO) evaluation report (Timperley, Robinson, and Bullard, 1999). The evaluators suggested that the way students' achievements were presented in school reports—that is, to promote self-confidence rather than being honest about achievement in relation to national standards—could lead parents to develop misconceptions about their children's achievements at school.

Parents' Views on Whether Students Were Prepared for Life After School

Parents had divided views on how well secondary school had prepared students for life outside school. About one-third (18: 32 percent) thought that secondary school had prepared students "very well" or "quite well", mainly because school had given their child an education.

> Because the learning she has done at school, she can transfer it to outside of school.
>
> At school they were doing surveys of their interests [for careers]. They helped her to get a part-time job.
>
> Teachers used to get on her case if she was slack and push her.

Another third (19 34 percent) thought that their child had been "well" prepared. About one-third (17: 30 percent) thought that their child was "not very well" prepared or "not at all" prepared, for a number of reasons, including that:

- the child had not learnt the skills they would require for life outside school;
- the school did not provide the child with enough assistance, or follow up the students enough;
- students were not told about careers or courses;
- the education system had failed the child in general.

> They don't get into too much realistic stuff. They don't get them prepared for what's really out there. They just do the educational stuff.

One mother of a student who had learning difficulties commented:

> . . . home has done more for his life skills than school. But that's him. I don't know how you would change that.

Two parents were not sure how well prepared their child was.

Things That Could Help Students to do Better at School

Parents were asked if they thought there was anything at home or school that could have helped their child to do better. Over half the parents (31: 55 percent) considered that there was. A third (18: 32 percent) mentioned situations at home, and a similar number (20: 36 percent) pointed to situations at school.

The most common suggestions relating to the home were parents giving their child more assistance with homework, and motivating and checking up on the child more. Parents suggested a variety of ways in which teachers could help their child to achieve, for example by having a better attitude towards their child, giving their child more assistance or support, giving their child clearer explanations, following up on their child more, and providing content, activities, or subjects that matched their child's interests. A few parents reported that the actions of peers were affecting their child's achievements.

> I could have given her more time but I'm not academic… Staying away from the wrong crowd… More discipline at school.
>
> Have work experience earlier, for example, in the fifth form. He got bored.
>
> Not to do exams like School C and if she can just do the subjects she likes. Let her do the subjects she is good at and don't make her do subjects she doesn't like.

A few parents (7: 13 percent) also felt that their child could achieve more if they were more motivated.

Parents' Views on the Programme and Why Students Decided to Join

Parents' Contribution to Students' Decisions About What to do in 2002

Most parents (41: 73 percent) reported that their child had come to them for advice or information about what to do in 2002. One-quarter (14: 25 percent) had discussed their child's courses and options, and a few had helped their child to find information about courses (5: 9 percent). The remaining parents had supported their child's decision, and/or had given their child more general advice about getting a good education by, for example, staying at school and studying hard.

> It's a foot in the door and a good opportunity. When we were at school we never got these opportunities. You have to make the most of it because you won't get this opportunity again. You've been given a second chance.
>
> We talked about it. I was just glad she was going back to school this year. As far as I was concerned it was better she went to the sports course and turned up to class. I didn't tell her to join. I told her to do other subjects as well—English and hopefully maths.
>
> I said I don't want her to struggle like me. I don't have any qualifications, but I want her to get the qualifications she needs. I said to her, "Look at my life… I haven't been able to do things."

Just over half the parents said their child had received other advice or information about what to do this year. This information mostly came from programme teachers, careers teachers, and other teachers or deans at school. A number of parents (16: 29 percent) were not sure if their child had received any other advice. These parents were mostly those of Pacific Nation and Māori students.

Parents' Knowledge About Their Child's Current Course Of Study

Parents' understanding of the main purpose of the programme their child was currently studying varied, depending on the nature of the programme. Their responses included: to give students work experience (19: 34 percent) or practical work-related skills (15: 27 percent); to help students get jobs or apprenticeships (18: 32 percent); to help students get qualifications or get into further training (18: 32 percent); to assist students' personal development (9: 16 percent); and/or to assist students who were not academic (8: 14 percent).

> They are trying to get kids into apprenticeships… getting kids into the workforce.
>
> It's set up to help students to get into a career without having to go through the normal academic system.
>
> To help those that are not achieving academically, and understand or learn in another way, in areas that they might be interested in… To maintain and capture their attention in learning.
>
> It's focusing him. He was fed up with school. It will help him get into further training.

Some parents (6: 11 percent) were not sure of the purpose of the programme their child was studying.

Parents' Views on Why Students Joined the Programme, and What They Would be Doing Otherwise

Parents gave a range of reasons as to why they thought their child had joined the programme. The main reason was that their child was interested in the subject area (31: 55 percent). Other reasons included: the programme could lead to a job (20: 36 percent); their child could get qualifications that would be useful in the future (8: 14 percent); their child could get work experience (7: 13 percent); their child was doing well in related subjects (6: 11 percent); a family member (6: 11 percent), teacher (5: 9 percent), or friend (3: 5 percent) suggested that their child join the programme; the family wanted the child to stay at school (4: 7 percent); the child was not experiencing success in the mainstream (5: 9 percent); to help the child sort out what they wanted to do in the future (5: 9 percent); and/or to assist the child's personal development or motivation (4: 7 percent).

Almost two-thirds of the parents (33: 59 percent) thought that their child would have stayed at school if they had not joined the programme. One-fifth (12: 21 percent) indicated that their child would have left school and looked for a job, or would have been unemployed. A small number (5: 9 percent) considered that their child would have gone on to a tertiary training course of some type. A few parents (6: 11 percent) were not sure what their child would have done.

What Parents Wanted Students to Gain From Their Current Course of Study

What parents mentioned most frequently as the outcome they desired for their children from these programmes was for them to gain qualifications to further their education (40: 71 percent). A number of parents talked about the feelings of success that are associated with gaining qualifications.

> A feeling of success and achievement . . . . . . We are hoping that he will pass all his credits.
>
> To be a success, to get as far as he can.
>
> A sense of accomplishment—to get what she needs to get where she wants.

Parents said they would like their child to do well, to get certificates or unit standards, or get qualifications that would help them get jobs or go on to tertiary training courses. Interestingly, although most parents wanted their child to get qualifications, very few (3) actually named a specific certificate or the details of any unit standards or other qualifications.

Another desirable outcome from the parents' perspective was for their child to develop personally. Almost two-thirds of the parents (36: 64 percent) said they would like to see this occurring for their child. Almost half (27: 48 percent) wanted their child to improve their self-confidence or self-esteem, and a similar proportion (24: 43 percent) wanted to see their child improve their motivation, attitudes, or discipline. A few parents

(5: 9 percent) said they wanted their child to gain personal fulfilment or happiness from doing the course.

> A change in attitude, maturity, taking control and charge of his life.

> Confidence to apply for jobs. Confidence for himself and self-esteem.

Approximately half of the parents (30: 54 percent) said they would like their child to gain work-related skills, such as practical engineering, cooking, or office skills. Nearly half (26: 46 percent) wanted their child to develop their aspirations and career goals further as a result of doing their course.

> By the end of the year he will see the right way to go.

> To know what he wants to do in a job and life in general. To have a goal and to put him back on track.

> It will help set her up in one area. She's not clear, she's been changing her mind a lot.

A similar proportion of parents wanted their child to gain work experience (25: 45 percent).

> So they can know what they are getting into. It's really good for them, they can find out what this line of work entails.

> To understand the difficulties of going to work. She has to be on time—you can't just not go!

Over one-third of the parents (21: 38 percent) hoped that the programme would lead directly to a job or would increase their child's prospects of getting a job or an apprenticeship.

> A job at the end that he likes.

About one-fifth of the parents (12: 21 percent) said they would like to see their child develop further social or communication skills, for example better skills in working co-operatively with different people.

Parents' Comments on Students' Initial Responses to the Programmes

Almost half of the parents (24: 43 percent) made a positive comment supporting the programme.

> I think it's a great idea—it gives them an idea of what it is like to work.

> I went to [school name] and the teachers there didn't push us, and so if you wanted to cruise, you could. I chose to and didn't do that well. What I can see for my son—he's getting heaps out of it; he'd probably be shooting hoops [otherwise]. But it [the course] has to be something they really like.

> It's a good programme they're bringing out for those kids that don't have that much money. They can go into the programme and learn different things, and bring themselves out to be motivated, and learn new skills. It leads them to new directions.

One-quarter of the parents (15: 27 percent) mentioned the positive impact the programme had already had on their child. One mother had observed changes in her son's attitude towards school, and how he had developed a sense of pride about what he was doing from attending a work experience placement:

> When [he] came back from his first day at work experience he said, "I need a beer." And I said, "Why?" He said, "That's what Dad always says when he gets home from work!" …So I gave him a fizzy drink!

Other parents echoed this view.

> He is a bit happier this year than he had been in other years. He's more motivated as he is doing things he really wants to do . . . He is coming out of his shell and helping other kids.

> The Engineering course teaches students what the workforce is really like: 8.30 to 4 pm and 3 weeks of holidays—that's what the students do. I've never seen him so motivated. It's one of the biggest boosts for him, getting accepted into the programme. Not everyone gets accepted.

A few parents made negative comments about the programme (7: 13 percent), mostly regarding a lack of information coming home about the programme or their child's progress.

Most parents (47: 84 percent) did not have any concerns or worries about their child joining the programme. However, almost one-third of parents (18: 32 percent) indicated that there were potential barriers to their child finishing their current course of study, the two most common being their child's attitude or level of motivation (6: 11 percent) or their child getting a job or into a training course (4: 7 percent).

Parents' Views on Their Child's Career Plans and Access to Information

Parents' Views on Where the Courses Were Leading

Most of the parents interviewed (46: 82 percent) considered that their child's current course of study could lead them to a job or an apprenticeship, and two-thirds (32: 70 percent) mentioned jobs that were directly relevant to the content of the programme.

> The course is the first six months of the apprenticeship. It saves them time later and it's a stepping stone. It means future employers don't have to teach them the basics.

Nearly three-quarters of the parents (41: 73 percent) also considered that the courses could lead their child to further education or training, although only a small number (3) could actually specify a pathway in any detail. Parents of the Auckland students were more likely to consider that their child's course could lead to tertiary study of some type.

Only a small number of parents did not think their child's current course of study could lead to a job (4: 7 percent) or other qualifications (5: 9 percent). The remaining parents were mostly unsure about where the courses were leading the students.

When we asked parents about the main thing they would like to see their child do when they finished their course, the largest group said they would like their child to get a job (24: 43 percent). The second largest group said they would like to see their child go on to a tertiary training course (21: 38 percent). Some parents said they would like to see their child go on to an apprenticeship (3: 5 percent) or stay at school (1: 2 percent). A number of parents said they wanted their child to do whatever they would be happy with (6: 11 percent), and one was not sure.

Four-fifths of the parents (44: 79 percent) would like to see their child getting more qualifications in the future. The qualifications they mentioned were mostly related to their child's current course of study (18: 40 percent) or other school subjects (5: 11 percent). Only a few parents mentioned qualifications in different areas (3: 7 percent). Approximately one-quarter of the parents said that the choice was up to their child, and that they hoped their child would get qualifications in an area they were interested in or good at.

Half the parents (28: 50 percent) thought there were potential barriers to their child getting as much education as they would like. Parents of non-Auckland students were more likely to identify barriers to their child's education. The three most common barriers were their child's attitude or level of motivation (12: 21 percent), family finances (5: 9 percent), or the difficulty of the work or the workload of courses (4: 7 percent). Other potential barriers mentioned by parents included peer pressure and their child getting a job, having difficulty with English, having learning difficulties, and/or getting pregnant.

Career Plans

When we asked parents what they would like to see their child doing as a job or a career, the majority (31: 55 percent) replied that they wanted their child to do something they wanted to do and would be happy with.

> I'll support her in whatever she wants to do.
>
> I want him to be happy, to do whatever he wants to do. I want him to be motivated and not live too far away!

Some parents had ideas about the job or career they would like to see their child doing. Most of these related to their child's current course of study (17: 30 percent) or to school subjects their child had studied in the past (5: 11 percent). Only a few parents (3: 7 percent) mentioned careers that were not directly related to their child's current course of study.

Summary of Parents' Views and Situation

Many of the parents we interviewed lived in low-income households, a substantial proportion were unemployed, and a number were supporting a large household. Some of the impacts of these family circumstances could be seen in comments by parents and students about the constraints that a lack of financial resources could place on students' education, the difficulty some students had in finding space or a quiet place to study at home, and the demands that family commitments made on students' time.

In the questions we asked of both students and parents, the responses of the two groups were very similar, except that parents made fewer comments about students not attending school. It is likely that they were not aware of this situation. Parents also provided background information on why some of the students had not succeeded in the school system; for example, some had learning difficulties, and others had English as a second language.

Although most of the students in our study had no or low qualifications before they entered their current course of study, parents had differing views on how well they thought their child had done at school and on their child's educational experience overall. Parents of Pacific Nation students were more likely to present positive views of their child's experience than parents of Pākehā or Māori students. There were a number of reasons for this, one being that the students themselves were more positive in their own responses and had lower rates of absenteeism. Other possible reasons mentioned in other research are that parents can confuse good behaviour with achievement (Hawk and Hill, 1996) or that students and parents in Pacific Nation communities value education highly (Anae et al., 2002). It is likely that both of these situations could lead parents to hold more positive views.

Although most of the parents in our study came from low socio-economic backgrounds and about half had no qualifications, quite a large proportion would have liked to continue with their education, and a substantial proportion wanted their child to continue on to tertiary study. Parents' socio-economic status has been shown to be related to children's educational attainment (Haveman and Wolfe, 1995) and tertiary destinations (Fergusson and Woodward, 2000). These parents were positive about their child's current course of study and wanted their child to gain qualifications, experience success at school, and find a career or course of study they were interested in and which would motivate them. Most parents saw the programmes in our study as relevant to the students' career and work plans, and as potentially leading their child to employment and/or tertiary study.

Most parents gave their child general advice about their current course of study, but only a small number reported discussing their child's different options in detail. Only a few parents knew anything about the actual qualifications their child could gain from their courses, or any details of the future training opportunities available to students. This is consistent with findings from other studies. Hawk and Hill (1996) reported that parents of students in low decile schools lacked knowledge of how schools operate and how school courses can relate to students' transition plans. Boyd, Chalmers, and Kumekawa (2001) found that students in the lower decile schools in their study relied more on school services and teachers for information on careers and on transition. This finding underlines the importance of the role that teachers play in helping students at low decile schools to make subject choices and career decisions, and the need for communication and information sharing between schools and parents.

CASE STUDIES

Introduction to the Case Studies

This section of the report contains case studies of the programmes provided at the seven schools in this study. The aim is to provide an overview of the development, content, and possible outcomes of each of the programmes in the study.

Each case study is a synthesis of information gained from a number of sources, including interviews and informal discussions with a range of school staff, such as the programme leader, course teachers, the school principal or other members of the management team, and/or careers and transition staff. Information from interviews with students and external providers is also included, as is information gained from school documents and records.

THE ADVANCED STUDIES ACADEMIES AT LINWOOD COLLEGE

Introduction and Background

This case study describes the one-year, full-time Advanced Studies Academies at Linwood College, with a particular focus on the Services Academy, the Linwood Urban Music Academy (LUMA), and the Engineering (pre-apprenticeship) Programme. The information presented in this case study is a synthesis of information from the following sources: interviews conducted with 16 students who had just started the programme, the Programme Director, three lead programme tutors or directors, and a representative from the Youth Life Skills Cell (YLSC) at Burnham Military Camp (the main external provider for the Services Academy); an informal discussion with the school principal; and statistics and other information collected from school documents.

The Characteristics of the School

Linwood College is a co-educational decile 3 school in Christchurch. In 2002 the school roll was 74 percent Pākehā, 15 percent Māori, 6 percent Pacific Nation, 4 percent Asian, and 1 percent students of other ethnicities. The school's catchment area is wide, and includes suburbs with decile 2 contributing schools and areas with decile 10 contributing schools. Approximately 70 percent of the students' caregivers are sole parents and/or on a benefit. A large proportion of the students are below their chronological age in PAT mathematics and reading when they enter the school.

In the past Linwood College has had problems with vandalism and a high suspension rate. The school has attempted to re-brand itself by implementing a wide range of initiatives, including changing its name from "High School" to "College"; developing a wider range of vocational programmes for senior students; and developing new programmes for younger "at risk" students. The Advanced Studies programme is the main initiative for older students who are at risk of leaving school unprepared for work or further study.

Table 5 shows that the number of senior students (Year 13, adult, and Skill New Zealand funded) has increased over the last two years. Students in the Academies are not included in Year 12 or 13 but are classed as Adult or Skill New Zealand funded students. In 2002 there are 110 students in the Academies. This explains the drop in the number of Year 13 students over time.

Table 5

Linwood College Roll Size

	Student Type								
Year	Year 9	Year 10	Year 11	Year 12	Year 13	Adult	Skill New Zealand funded	Foreign fee-paying	Total
2000	168	190	175	152	129	25	-	52	891
2001	201	157	170	122	100	46	30	60	886
2002	210	197	140	116	70	54	64	76	927

The Advanced Studies Programmes

Content and Organisation of the Programmes

Linwood College offers seven one-year, full-time Advanced Studies programmes:

- The Services Academy;
- The Linwood Urban Music Academy (LUMA);
- The Engineering (pre-apprenticeship) Programme;
- The Art Academy;
- The National Certificate in Tourism and Travel;
- The Diploma in Information Processing;
- The Language and Mathematics Programme.

In order to participate in the Advanced Studies programmes, students from Linwood College (and from other schools) officially leave school and are deemed to be adult students or youth trainees. This case study focuses on youth trainees in the Services Academy, the Linwood Urban Music Academy (LUMA), and the Engineering Programme.

The Three Advanced Studies Programmes in this Case Study

The way the Advanced Studies programmes are organised varies according to the content area. Trainees in the Engineering Programme and the Services Academy stay together as class groups, and spend approximately half their time (in the case of engineering) or three-quarters of their time (in the case of services) with the course tutors or directors on specific training. The rest of their time is spent with subject teachers on core literacy areas related to national certificates, such as English, mathematics, and computer skills.

Trainees in the Urban Music Academy spend their time working together on two main areas. Approximately half their time is spent on music technology with their main tutor, using computers to create or enhance compositions; the other half is spent on event management with a specialist tutor. The programme also includes a couple of hours a week of computer skills training.

The Services Academy programme covers, among other things, physical and adventure training, sport, drill, survival training, leadership development, field exercises, water confidence, community tasks, and R tests.[9] Life skills such as health and nutrition are also included. Components of the Services Academy programme are provided both on-site and off-site by the director and external providers such as the Army at Burnham Military Camp.

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[9] R tests are an armed forces assessment.

The Engineering Programme covers trade theory, trade drawing, and the development of practical skills such as using hand tools and welding. Trainees attend a work experience placement every Friday.

Table 6 shows the roll size of the three Advanced Studies programmes in this study.

Table 6

Linwood College Case Study Advanced Studies Roll Size
Start-of-year (End-of-year)

	Year		
Programme	2000	2001	2002
Services	18 (15)	18 (15)	17
Engineering	NA	12 (9)	13
LUMA	NA	28 (22)	20

Other Programmes for Students Unprepared for the Transition from School

Linwood College has tried a number of approaches to help younger students who are at risk of leaving school. A couple of years ago it attempted to run a Services Academy for younger students. This was not successful, primarily because students did not choose to be in the programme and therefore were not motivated to attend. To cater for the needs of younger "at risk" students, Linwood College is engaged in a partnership with the Kimihia Youth Skills Trust to provide an alternative, off-site education programme. The Kimihia Adventure Programme was developed for students who are alienated from the mainstream programme, such as chronic truants, students who have behaviour or drug and alcohol problems, or those who have been referred by the youth justice system.

The Kimihia Adventure Programme works on a whānau or primary school model. It is structured around core educational skills such as literacy and numeracy, and includes social and personal development skills, health and well-being, vocational skills, and motivational and adventure activities. The staff of four (who include qualified outdoor instructors and teachers of students with special needs) work as a team to help students to build trust, relationships, pride in their work, and a sense of community (New Zealand Education Gazette, 2002). It is likely that, in the future, some students from this programme may continue on to the Academies.

In the mainstream programme, Linwood College offers a Careers Education Pre-employment Training course to help Year 12 and 13 students who are thinking of leaving school. The college also offers a number of other work-related courses based on national certificates and unit standards, such as: Hospitality, Radio and Television, and Electro-technology.

History and Development of the Advanced Studies Programmes

Initially the Advanced Studies Academies were set up to provide a pathway from school to training or work for students who were "at risk" of leaving school early, and were unlikely to continue on to tertiary education.

The concept of Advanced Studies started with a performing arts programme that was developed in the early 1990s. In the mid-1990s the college introduced programmes in information processing, tourism, and media studies, followed by a Services Academy in 1999.

Initial demand for the programmes was generally from external agencies or groups who approached Linwood College to run programmes in areas where the school system was not meeting their needs, such as pre-apprenticeship training. The college shared their perception that the formal schooling system was failing students and not doing "as good a job as it could be in preparing people for the workforce" (Programme Director).

In the mid-1990s the Canterbury Development Corporation conducted a survey which showed that many students were interested in careers in the services. This finding, combined with a move by the Army to play a greater role in youth training in support of local communities, resulted in the formation of the Services Academy. The programme was designed jointly by the Army and Linwood College. The Kimihia Youth Skills Trust was set up to fund the outdoor education components of the programme, and the Army provided funding to establish accommodation and other services.

In 2001, when Skill New Zealand funding became available, Linwood College set up the Engineering Programme, the Urban Music Academy, a Language and Mathematics Programme, and a new Art Academy.

Linwood College received varying amounts of assistance from external providers to develop its programmes. The Services Academy programme had substantial input from the Army, while the Engineers ITO helped to develop the Engineering Programme by working with the course tutor to select appropriate unit standards. The LUMA programme was mostly developed by the course tutors.

Funding

Five of the seven Advanced Studies programmes are funded through the Skill New Zealand Youth Training[10] and Training Opportunities[11] schemes for students who have left school with low qualifications. This funding allows the school to provide appropriate equipment and facilities. Through its Operations Grant, the school supports a few students who do not fit the Skill New Zealand criteria to do the courses. The other two Advanced Studies programmes are funded from the Operations Grant.

In return for Skill New Zealand funding, the school is obligated to be NZQA-accredited and to provide information on the qualifications that trainees gain and their post-course destinations. To qualify for continued funding, the school must conform to a standard set of outcomes: trainees must study for National Qualifications Framework (NQF) credits and achieve 20 or more credits, and at least 75 percent of trainees must continue on to further study or employment.

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[10] The Youth Training scheme is for students who are aged 16 to 18, have just left school, and have low qualifications, unless they have a Ministry of Education Certificate of Exemption from Formal Schooling.

[11] The Training Opportunities scheme is for students who are aged 18 or older, have low qualifications, and are registered unemployed.

Other sources of direct and indirect funding and assistance include the Kimihia Youth Skills Trust, the Christchurch City Council, the Canterbury Development Corporation, the Army, and other providers who run programmes and provide support.

Philosophy of the Programme

The Advanced Studies Academies are provided to "bridge the gap between school and the workplace"; that is, to cater for students who are not yet ready or qualified to go to polytechnic or who do not have the qualifications needed to get into the industry of their choice. The courses are

> . . . all geared towards the development of skills to enable students to join the workforce. (Programme Director).

School staff report that the courses were also developed to meet the needs of academically able students who lacked motivation or social skills.

Some of the programmes are influenced by the philosophies of external providers. For example, the components of the Services Academy delivered by the Youth Life Skills Cell are based on its mission statement, which is to:

> . . . provide training opportunities for youth to develop life skills in order that they may be prepared to take their place within, and contribute to, New Zealand society. (Services Provider, Burnham Military Camp).

The courses the organisation provides for the Services Academy are structured around "military ethos and values", which focus on "providing options in life" by developing "a sense of belonging, being good citizens, looking after your mates, being considerate", and other traditional values.

The programme tutors and directors take a holistic approach to improving the trainees' skills via a subject area they are personally interested in and can see the relevance of. In other words, the pathways to further training or the workforce are clearly visible. The programmes emphasise the development of social as well as vocational skills, such as teamwork, and developing personal attitudes appropriate for the workforce. Personal development, including improved self-esteem, is also emphasised.

The work-related skills are assessed by core unit standards in the National Certificate in Employment Skills (NCES), for example:

- Standard 4249: Demonstrate care and timeliness as an employee.
- Standard 1299: Be assertive in a range of specified situations.

(NZQA, 2001).

Much of the personal and social development that can occur during the programmes is not necessarily recognised by the NZQA or Skill New Zealand outcomes. Yet all the tutors and directors view these personal and social outcomes as a vital component of the programmes.

Part of the holistic approach involves the tutor or director taking on more of a pastoral role. The structure of the courses supports this role, as the trainees spend most of their time with one tutor or director, rather than switching classes every hour as they would do in the mainstream system, and class sizes on the whole are small (10-20 trainees). As some components of each course are provided by others, this frees the tutors and directors to arrange work experience and spend more time with individual trainees.

Qualifications and Assessment

The directors and tutors note that the programmes have a strong focus on attaining unit standards and qualifications that can be used in the workforce. Nearly all the components of the programmes are either stand-alone unit standards or unit standards that make up part of a national certificate.

Trainees in the Engineering Programme and Services Academy are able to complete the National Certificate in Employment Skills (NCES) and other unit standards depending on their capabilities. The core unit standards in English, mathematics, and computing are all assessed by the subject teachers and moderated by NZQA. The service sector unit standards in the NCES are moderated by an ITO.

The engineering trainees can also complete the National Certificate in Manufacturing and Mechanical Engineering (NCMME Level 1). In 2001, about half the engineering trainees gained both certificates. By completing the engineering course, trainees reduce the amount of time they are required to spend as an apprentice once they leave the programme.

Trainees in the Services Academy also work towards passing entry tests as may be set by Service Industry organisations. The Services Director informally assesses and monitors the trainees' attitudes and behaviours. The YLSC trainers conduct their own assessments of trainees when they are off-site, mostly by observation. There is a small written assessment component to the YLSC courses. The Youth Life Skills Cell is in the process of training staff so they can assess students against unit standards.

The LUMA trainees can do some of the components of the National Certificate in Performing Arts (NCPA Level 1), but not all components of the NCPA are covered in the LUMA programme. The LUMA trainees do a package of unit standards that have been selected by the tutor. Linwood College is working towards developing a certificate specifically for the LUMA programme. All trainees are also able to gain a First Aid Certificate.

To assess trainees against the unit standards, the tutors have developed customised manuals and worksheets, and assess trainees by observation as they complete practical work. The unit standards in the Engineering Programme are moderated by NZQA; the LUMA unit standards will be moderated this year by NZQA or an ITO. The LUMA Tutor reports that it has been difficult to find a moderator.

Providers, Links With Other Organisations, and Work Experience

The main body of the programmes is provided by teachers who also have experience in industry. the Engineering Tutor, for example, is a workshop technology teacher who used to be a heavy fabrication engineer; the Services Director is an ex-Army warrant officer with 20 years' service; and the main LUMA Tutor is a jazz musician as well as a trained teacher. Part of the LUMA course is taught by a tutor qualified in events management. The Services Director and the Engineering Tutor were involved in the initial development of the programmes, while the main LUMA Tutor is a new appointment.

All the programmes have substantial components delivered by other providers. The engineering trainees have work experience every Friday at various engineering firms. This is organised by the tutor and Apprenticeship Training New Zealand (ATNZ). It requires substantial liaison between the course tutor and employers to ensure that the programme runs smoothly and that trainees and employers have realistic expectations of each other. Over the course of the year, trainees also attend three one-week work placements during the holidays.

Trainees in the Services Academy attend at least two work experience placements of approximately one to three days in the service of their choice, for example the fire service, the police, a security firm, the Army, the Navy, or the prison service. These services also contribute to the programme in various ways, for example by running components of the programme or by providing a recruiter to give presentations and talk to trainees about jobs in their service.

The Army provides substantial assistance to the current programme. The Youth Life Skills Cell at Burnham runs a 12-day, off-site induction course and an 8-day coast-to-coast team-building exercise at the end of the year for the Services Academy trainees, as well as leadership training courses for selected trainees. As the Services Director noted, the use of off-site training

> . . . makes the programme attractive. They [the trainees] want to get up in the morning and come to school.

The courses provided by the Youth Life Skills Cell are similar to courses run by the group for other organisations, although the programme has been refined to ensure a balance of practical and theoretical work that suits current trainees. The off-site courses are run by Army trainers who also have experience in working with youth. The Services Provider comments that the people running the courses have to have the right kind of skills: good interpersonal and communication skills, and the ability to build rapport with and train young people. They also need to be computer literate and well organised.

LUMA has less external input. A part-time tutor takes the trainees for the event management section of their programme, and a lighting specialist runs a two-week lighting course in the middle of the year. The trainees' work experience includes planning and running an event as part of the course. The programme also includes visits by "guest experts" and off-site visits, for example to see how lighting is set up for a performance or to view a recording studio in action. Many of the LUMA trainees are in bands or work as DJs in the evening, thus providing their own work experience.

Trainees

Trainees in the Advanced Studies Programmes

The Advanced Studies programmes have few entry criteria, other than the requirement that students are at least in the equivalent of Year 12. To obtain Skill New Zealand funding, students must fulfil the Youth Training or Training Opportunities criteria. Yet students who do not meet these criteria are still able to do the courses. The Services Director also interviews students and assesses their level of fitness prior to entry into the Services Academy.

The course tutors and directors report that the courses cater for students with low qualifications and those at risk of dropping out of school with no clear idea about what to do next. The trainees who attend the programme include "at risk" students who are referred by youth workers or other schools, students from Linwood College, and adult or second-chance learners from the community. Most trainees are funded through the Training Opportunities scheme, as they have either no previous qualifications, fewer than two School Certificate passes, or less than 40 credits at Level 1 on the NQF.

Career Information and Transition Assistance Provided to Trainees

Information About the Academies

Before they enrol on the programmes, students are provided with pamphlets and information sheets outlining the content of each course and the qualifications they can acquire. An "options" booklet is also available to all Linwood College students. This booklet outlines all the senior school courses and their associated qualifications, the possible pathways to the courses, and the prerequisites for a number of careers that could stem from these courses.

Transition Assistance

The programmes are designed to assist transition to the workforce or further training in a number of ways. At the start of each course, trainees complete a questionnaire about their interests and background. This information is used by the course tutors and directors to interview each trainee about their career plans and any action necessary to further these plans. Assistance is provided if trainees require it. Planning for the future is also part of the Services Academy and Engineering Programme, as components of the NCES require trainees to develop a career plan and research possible careers.

Individual tutors and directors make use of contacts in their respective industries to further assist trainees in their transition to tertiary training or the workforce. All of the course tutors arrange employment-related visits by industry representatives. The LUMA Tutor arranges for a representative of the Canterbury Development Corporation Employment Services to visit trainees and discuss job opportunities. Through his network of industry contacts, the Engineering Tutor finds trainees work experience which can lead to employment, and also helps trainees to find jobs or attend interviews for apprenticeships. In the Services Academy, trainees are supported in working towards entry assessments for the services. The Services Director also uses his contacts to arrange visits by employers and to help trainees to find work in the industries of their choice.

In general, the tutors and directors consider that the practical and job-focused nature of the courses help trainees to focus on their post-course plans. The Services Director, for example, notes that the "relevance" of the course helps the trainees by

> preparing them for a career of their choice . . . . . . It's real to them. They see the sense of it.

The Services Provider considers the Services Academy a great "stepping stone" for trainees, as the team environment that develops acts as a "step between school and the work environment".

Potential Outcomes for Trainees

Qualifications

An important component of the programmes at Linwood College is the opportunity for trainees with few or no previous qualifications to gain certificates and qualifications. The tutors, directors, and the Services Provider relate the feelings of success from gaining qualifications to the positive changes they observe in the trainees' attitudes and behaviour.

Job Skills, Work Experience, and Job Prospects

The course tutors and directors consider that attending work experience and developing various job-related skills enables trainees to gain preferential entry into the workforce. Not only do they have work skills and qualifications in related areas, but often they are already "known" on a personal level by their employers, who are familiar with the Advanced Studies courses. In many of the programmes, trainees are able to develop their career goals and interests further by trying out a range of work options, as part of the work experience or industry visiting components of their course. The Services Provider reports that the input from a range of services broadens the trainees' "options of life". Some of the people we interviewed suggested that the social skills and increased self-confidence that trainees develop as part of the course help them in job interviews.

Personal Development

The tutors, directors, and the Services Provider indicate that, for all the trainees, and particularly those in the Services Academy, the vital course components are building confidence and self-esteem, and developing personal, social, life, leadership, and teamwork skills.

The Services Provider reports that participation in the Services programme enables trainees to develop leadership and event management skills, become role models for other young people, and perform under stress. He also emphasises the Academy's role in helping trainees to develop their sense of self and their place in the community.

The personal skills emphasised on each course vary, depending on the nature of the course and the requirements of the workforce. The Services Director and the Services Provider place emphasis on the values and personal and life skills needed in the various services, such as teamwork and leadership. The main LUMA Tutor emphasises self-discipline, motivation, and initiative—the skills that are needed for work in areas such as the music industry, which rely mostly on self-employment. The Engineering Tutor focuses on job-related skills such as reliability, punctuality, social skills, and maturity.

Attitude and Behaviour Changes

Another focus for all three programmes is positive changes in behaviour. The Engineering Tutor watches the attitudes of trainees change during their work experience placements as they realised what the world of work is like. The Services Director sees

> . . . huge changes in attitude . . . They'll turn up on time, in correct uniform, neat, having made an effort . . . You can see the change since day one in their demeanour. Their skin is alive, their expressions are alive. They feel like they're alive again. It's like they are reborn!

The Services Provider observes that trainees learn to control their attitudes and emotions to fit in and become "good citizens". He also suggests that through developing their sense of self, trainees learn how to deal with situations more assertively, for example by standing up to peer pressure concerning drugs and alcohol, or abusive situations at home.

Experiences

In the Services Academy, trainees are placed in situations where they experience physical and psychological challenges that test their boundaries. The director considers that being "taken out of their comfort zone" helps prepare trainees for life, as they learn how to meet challenges and get past their fears. The Services Provider says that he wants trainees, through their off-site experiences, to

> identify what it is to be a young New Zealander, to be proud of our heritage, to get in touch with rural New Zealand (the outdoors), and to display *our* image of young New Zealand, not that of outside influences.

Destinations for Past Trainees

Linwood College is required by Skill New Zealand to track the destinations of Skill New Zealand funded trainees. In May 2002, nearly all the 15 Services Academy graduates of 2001 were in, or were about to enter, employment or further training. The majority (9) were in, or were about to enter, employment directly related to their course. Six were accepted for the army or navy, two had applied to the police and are awaiting the outcome, and one was working for a security firm. Of the other trainees, two remained in the Linwood Advanced Studies programme, two were in other school programmes, and two were in employment unrelated to the services.

All of the nine Skill New Zealand trainees who finished the Engineering Programme in 2001 are now in apprenticeships. Of the three trainees who left during the Year, one went into full-time employment, one was in full-time training, and the third was not able to be contacted.

Of the 22 LUMA trainees who completed the course in 2001, approximately 60 percent were working or in full-time training.

The Programme Director and teachers report that transition outcomes for the courses can vary because of the job markets in the different industries. Both the Services Academy and the Engineering Programme provide a clear pathway to employment. However, this is not the case for LUMA trainees, who find it more difficult to get full-time work in the music industry.

Past and Current Challenges

The directors, tutors, and the Services Provider report having very few areas they consider problematic in the Advanced Studies programmes. When the programmes were first developed, there was some resistance from the rest of the school community because the facilities provided for the adult students were not accessible to the wider school community. The Services Provider reports that his organisation overcame a number of challenges in setting up the Services Academy. These included finding sources of funding; getting the balance right between academic content and training in life skills; "winning over left-wing teachers" to seeing the value of the Services Academy; and misinformed media coverage which "tarred all the kids as criminals".

The Services Academy has been running for longer than some of the other programmes, and a number of refinements have been made; for example, the emphasis on qualifications has been increased as unit standards have been added to the programme. Few alterations have been made to the other courses, apart from changing the occasional unit standard.

Currently, the major source of concern is the programme's reliance on Skill New Zealand funding. Another potential concern is the difficulty of finding replacement tutors with the right mix of specialist skills if the current tutors leave or are absent for any reason. So far, the Programme Director has managed to find people with the breadth of skills required. Other current concerns include:

- the fact that trainees are not able to take other school subjects as they are full-time in the programme and technically they have left school;
- the social development and self-esteem outcomes for trainees, which are a significant part of the programme, are not all recognised in a formal sense by the Skill New Zealand outcomes or unit standards;
- "the black and white intolerance of the workplace" means that the Engineering Tutor has to work hard to maintain good relationships with employers and do damage control when trainees do not inform their employer that they are sick or not coming in;

- the workload for tutors and directors includes the extra pastoral care, which involves having to work continually on attendance, attitude, and discipline, and makes it "easy to feel burnt out".

Planned Improvements and Changes

On the whole, the directors and tutors consider that the programmes are very successful in their current format. All the tutors and directors are planning minor improvements such as equipment upgrades. The LUMA Tutor and Programme Director are looking at ways to increase the work placements for LUMA trainees. Both the Engineering Tutor and the Services Director are looking at the possibility of expanding their programmes to run a second course. The Services Provider would like to expand the Services Academy to include more courses and a focus on trades.

Any major changes in the future will be centred either on funding or on the needs of industry. The directors and tutors do not consider that the new NCEA environment will have much impact on the programmes they are currently running. They are in "wait and see" mode, as the NCEA has not yet progressed to their year level. The tutors consider it likely that their programmes will fit into one of the NCEA levels. One tutor believes that the new system may be an advantage as it could help the school to market the programmes.

Success Factors

The directors, tutors, and the Services Provider identify a number of factors that contribute to the success of the programmes. These fall into five main categories:

- strong leadership from the programme tutors and directors;
- the clear links between course content and employment opportunities;
- the structure of the courses and the teaching styles used;
- the positive outcomes for trainees;
- the partnerships formed with employers.

The Personality and Skills of the Lead Tutor or Director

The Programme Director and the lead tutors or directors report that, to be effective, tutors need to have strong leadership skills and a "tough love" approach to trainees. This leadership has three main components: industry experience, a teaching background, and the right personality to motivate trainees. Tutors need to have the personal interests of trainees at heart, and have credibility with both trainees and industry representatives. They also need to be able to relate to the trainees as adults. The Services Director comments:

> Forming positive relationships with them, that's the key—that's what makes the course work for them . . .

The Services Provider also sees the director's role as paramount in the functioning of the Services Academy, in that the successful running of this type of programme depends on

> . . . that individual's qualities, values, sense of belief . . . . . . he is the coach and they [the trainees] are his sports team.

The tutors note that, although they provide a clear structure for trainees, they make more allowance for their lack of life skills, and provide more individual support and follow-up, than they would in the mainstream system. The discipline and teaching styles used by the tutors and directors vary. The main LUMA Tutor reports that he uses less formal methods of discipline, whereas the Services Director reports that he employs a more formal approach. The teaching style used in the Services Academy and Engineering Programme reflects the environment of the workplace.

Content

Most of the courses are set up to provide trainees with stepping stones to employment and have clear pathway to jobs. The directors and tutors report that this is motivating for trainees, as it enables them to see where they are heading and to develop goals. (This "relevance" is not perceived to be as obvious in mainstream courses.) As the Services Director suggests, the course

> . . . prepares students for life—the real world. It's not just putting them out there when they're not ready. They've seen many examples of what goes on in the real world.

Tutors and directors point out that the courses provide a lot of "carrots" or incentives, such as off-site work, adventure activities, and visits tailored to trainees' interests, to make them more attractive.

Another incentive for trainees is the flexibility and opportunities for choice built into the courses. As more time is allocated to each content area, more time is available to cater for individual interests, and trainees have some choice in terms of the work experience placements or activities available to them. This further motivates the trainees, as they have a personal interest in the content area and can choose to participate. The Services Provider reports that trainees

> . . . want to be there, they want to succeed . . . . . . the recipe is pretty good.

The use of unit standards as the main qualification base is also seen as contributing to the programmes' success. As trainees are able to gain unit standards during the year, they can experience quick successes rather than having to wait until the end of the year to sit a final exam. Tutors and directors view these quick successes as directly related to improvements they observe in the trainees' self-esteem and self-confidence. The flexibility of the unit standards system means that study for unit standards can be self-paced, and capable trainees can gain additional standards.

Course Structure

Unlike mainstream classes, these courses use a primary school or whānau model, with one main tutor and a smaller, set class group. This results in the development of a "family" environment. Tutors, directors and the Services Provider report that the model has a number of advantages. As the Services Director points out, there are "fewer gaps for [the trainees] to fall through . . .". Tutors and directors are more able to provide individual assistance and pastoral care, to monitor trainees to ensure they attend classes, and to resolve problems. The trainees are able to bond as a group and develop social and teamwork skills.

The model makes it easier to timetable whole-day work experience placements. Trainees also stay together as a team for non-core classes such as English and mathematics. The Programme Director has experimented with placing trainees in mainstream classes for non-core subjects, but found that the team approach worked better both socially and behaviourally.

For Linwood College, the out-of-school adult learning model has worked well. The tutors and directors observe that, as trainees are in an adult learning environment, a different set of behaviours is expected of them. As these young people have officially "left school", they have a chance to start again. The Services Provider also sees the adult learning model as giving trainees a second chance. He suggests that the Services Academy trainees "become like a rugby team", as they are managed all the time and develop a communal sense of belonging.

Results and Outcomes

The school staff believe the success of the programme is clearly shown by its results. The Engineering Tutor reports an employment placement rate of nearly 100 percent for his graduates. Seeing trainees sign apprenticeship contracts is a personal highlight for him:

> I am going to know them for the rest of my life as peers.

The Services Director and the Services Provider describe the changes they observe in trainees over the course of the programme, and the pride that is evident at the graduation ceremony. The LUMA Tutor talks about the developments he observes in the life skills of trainees as they complete their course.

Partnerships

Tutors and directors report that partnerships with industry are vital in setting up and running the programmes, and in helping trainees in their transition to the workforce. External organisations provided substantial assistance in the development of the programmes and have played an ongoing role in delivering the content. Tutors and directors with industry links work actively to place trainees, who thus gain "preferential entry" to the workforce. A partnership with the rest of the school and the support of the school principal are also vital for the programmes' success.

Another essential partnership is the relationship between the school and Skill New Zealand. Funding from Skill New Zealand has enabled the school to deliver the programmes and purchase up-to-date equipment which would have been difficult to fund from the school's Operations Grant.

Trainees' Perspectives

Introduction

In February 2002 we interviewed 16 trainees (12 male and 4 female) at Linwood College to collect the following information: their opinions about secondary school before they joined the Academy programme; why they chose to join the Academy programme and what they hoped to gain from it; and their career and transition decisions to date.

Six of the trainees (including the four females) were in the Services Academy, six were in the Engineering Programme, and four were in the Linwood Urban Music Academy. Of the 16 trainees, seven were in the equivalent of Year 12, and nine were in the equivalent of Year 13. Ten identified themselves as Pākehā, four as Māori, one as Samoan, and one as both Māori and Pākehā. All were in the Academy programme full-time.

Most of the trainees (14) were funded through the Youth Training scheme. Seven had no previous qualifications or fewer than 12 unit standard credits at Level 1, and seven had one or two School Certificate passes or less than 40 credits at Level 1. The other two trainees were funded by the school's Operations Grant as they had higher qualifications.

As well as having low qualifications, the trainees had high absentee rates before they entered the programme. The eight students who were at Linwood College in 2001 had absentee rates for that year ranging from 4 percent to 53 percent, the average being 25 percent.

Trainees' Views on Secondary School Before They Joined the Academies

Trainees were asked about their attitudes to secondary school before they started at the Academies. The majority indicated that they had not been motivated by school, and did not like school much, as shown in Table 7.

Table 7

Linwood College Trainees' Views on Secondary School Before 2002

	A lot	Quite a bit	A bit	Not much	Not much at all
Motivated by school	1	2	3	6	4
Liked school	1	2	6	2	5

When we asked the trainees the reasons for their attitudes, half of them said they found school boring and/or they did not like schoolwork (8).

> It was boring. I couldn't be bothered with it. I didn't like the style of teaching—just sitting in classrooms all day copying stuff off the board.

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> I didn't really get on well in a school situation. I was too hyperactive. I don't really like formal stuff.

The trainees who were positive about school said they enjoyed spending time with their friends (3) or extra-curricular activities such as sports (2).

Nearly half the trainees (7) said their attitude to school had changed since the third and fourth form. For some, this change had been negative (4).

> I liked it in the third form but then I got sick of it. One of my best friends left. I started slipping and the teachers didn't give me a second chance.

For three of the trainees, the change had been positive.

> I had dyslexia. No one picked it up until fifth form. I was left behind, I didn't learn anything . . . . . . Then I moved to [another school] in the fifth form. It was better because they didn't leave me behind; they gave me extra help.

Trainees' Overall Likes and Dislikes About Secondary School

Overall, the things that trainees most frequently reported as liking about school were outside the academic area, namely friends (10) and sports and PE (7). Four trainees reported that they liked particular subject areas. Two were unable to name anything they liked about school.

The thing that trainees most frequently reported as disliking about school was particular teachers (9). They also disliked boring work (5), particular subjects (4), and homework (3).

Trainees' Views on Their Achievement and Learning at School

We asked trainees to rate, on a five-point scale, how well they had done at secondary school before they started their current course. Three-quarters rated themselves at the bottom end of the scale, with eight indicating they had done "not very well" and four "not at all well". The main reason they gave for this low rating was that they had not passed examinations or received good reports or marks (8).

> I didn't get any qualifications or nothing. I just kept getting kicked out of classes.

A number of trainees also said they did not try (5) or did not attend school much.

> I never went. I passed unit standards every now and then. For School C I couldn't be bothered so I didn't.

> I stuffed around quite a bit—bunked classes and that. I just know I didn't do very well.

We asked trainees to name some of the most useful things they had done or learnt at secondary school. Many found this question difficult to answer, and three were unable to name anything. The largest group (8) mentioned specific skills they had learnt.

> Basic things about wood and metal. How to use tools.

> Learning how to read music.

The next largest group (5) mentioned skills they had gained by participating in extra-curricular or optional activities such as sport.

> How to play rugby. How to be a leader (from PE). How to respect other people and their feelings.

Five trainees mentioned the knowledge they had acquired in a specific subject area such as graphics or metalwork, and two mentioned the skills or experiences they had gained through taking part in kapa haka performances.

Trainees' Views on Being Prepared for Life After School

Just over half the trainees did not think they had been prepared for life outside school before they started their current course. Six said they were "not very well" prepared, and three said "not at all well".

> You still don't know about life. They just give you a whole lot of qualifications if you work hard but they don't tell you what to do with them.

> I think I didn't go to school for long enough. When I was at [another school] I just wanted to be a truck driver... They didn't motivate me to go back to school. They just signed my school exemption and leaving certificate and gave it straight back. Only one didn't want me to leave. She said, "You've got a big future ahead of you." The rest didn't give a stuff.

Only two trainees thought they had been either "very well" or "quite well" prepared, and five chose the mid-point of the scale, "well" prepared.

> They gave me qualifications, but no experience of what it is like in the workplace.

Things That Could Help Trainees Do Better at School

We asked the trainees if there was anything at home or at school that could have helped them to achieve better. Half said that there was (8). Six trainees mentioned situations at school.

> If teachers didn't give so much attention to naughty kids . . . . . . not so many immature students mucking around . . . . . . If teachers could give you more support.

> If teachers were more strict on me. They didn't follow up on absences; there were no consequences that meant anything to me.

Almost half the trainees (7) also thought they could have put more effort into their school work, and that this was a personal choice.

> There's only a certain amount teachers and parents can do. It was up to me really.

Trainees' Views on the Academies and Why They Decided to Join

How Trainees Found Out About the Academies

The majority of the trainees (11) had found out about the Academies in 2001, in most cases from friends and peers who had done the course (5), from Academy staff (3), and from seeing trainees from other years "marching around school" (2).[12]

All the trainees had received information or advice about joining the Academies, mostly from Academy staff (8) who gave them information or pamphlets about the courses. Five trainees had also received advice from deans or careers staff.

> The fifth form Dean said that you get in there and do hands-on stuff instead of staying at school and failing.

Six trainees were given advice or information by family members and five by their peers.

> My old man said there is a shortage of engineers at the moment and it's a good thing to go into.

> My brother's friend did it. He said, "It's good if you do it—you'll be going somewhere better than factories." He went to the Army.

Three-quarters of the trainees (12) had also received advice or information about their other options for 2002, mostly from their families (5) or from the careers staff at school (3). The information from families focused on getting jobs or other training courses.

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[12] Services Academy trainees practise their marching drill around the school grounds.

> Mum said, "If you don't get into Services, go back and try to get fifth form maths, or go to the recruiting office for a job."

Careers staff tended to advise the trainees about other school courses or training courses.

Trainees' Knowledge About the Academies

All but one of the trainees (15) thought that the Academies were different from the other courses offered at their school. The main differences they identified were better relationships with the teachers (9), and the structure of the programme and timetable (7).

> The teachers treat you more like an adult, they don't brand you as "bad".

> You have your own classroom that you stay in.

Other differences included off-site learning (4), learning new subjects (3), being able to work at your own pace (3), and the work being easier to understand (3) or more fun (2).

> People want to be here. They focus on how you present yourself . . .
> . . . you have to do ironing!

Most trainees (9) thought that the main purpose of the Academies was to help them get jobs or apprenticeships. They also thought the purpose was to help them get qualifications (5), develop practical work skills (5), develop personally (4), and/or get job experience (3).

> To give students self-respect, self-discipline, and self-confidence . . .
> . . . To set you up for further training and jobs.

> To prepare for an apprenticeship . . . . get used to working with the tools.

> To give us insights into the Services and how life in the Services will be.

Why Trainees Joined the Academies, and What They Would Have Done Otherwise

The most frequently reported reason for joining the Academies was that the course areas were related to the trainees' interests (8). Other reasons included that the course could lead to a job (6), to get qualifications (4), the course was more practical, relevant, or fun (2), or not wanting to fail again (2).

> 'Cause I like music and stuff. I didn't want to be a bum and stay home.

> I wanted to stop messing around and go somewhere. I wanted to get enough qualifications to get into the Army.

> To get an apprenticeship . . . . . . not staying at school and failing. I wanted to do something with my time here.

Most of the trainees (10) said they would have left school if they had not joined the Academies. Six would have got a job and four would have gone to another course. Five would have stayed at school and one was not sure.

What Trainees Wanted to Gain From Their Time in the Academies

The most frequently mentioned benefit that trainees wanted to gain from being in the Academies was qualifications (13).

> Unit standards in maths, English, workshop safety, Engineering, etc. I want to get them all.

Trainees also wanted to gain job prospects (13), job skills (11), and/or work experience (8).

> As much knowledge as I can to get a job in the music industry . . . . . . As many skills as I can, e.g., basic music knowledge, event management, marketing, and promotions.

Just over half of the trainees (9) wanted the courses to help them with their personal development by improving their confidence or self-esteem (7), and/or their motivation or attitude (6).

> Improve my attitude, discipline, and motivation—to get motivated to do something.

Most of the Services trainees (4) said they would like to get fit as a result of being in the Academy.

Trainees' Initial Response to the Academies Programme

A number of trainees made positive comments during the interview about their initial experiences of the Academies.

> It's really good because it gets you motivated. The things we do are better than what you'd probably do on other courses. We do lots of activities. Our tutors are always supporting us and our decisions—helping us to get to where we want to be.

> This year is real easy. I did the course so I am not staying at school and failing—I wanted to do something with my time here.
>
> It's a good opportunity for students who don't want to get a student loan and want to head into the engineering field. It's really great what they are doing.

Although most of the trainees were positive about their experiences to date, half (8) had initial concerns or worries about joining the Academies; for example, they might not enjoy the course (3), they might not be fit enough (3), they might not get on with the other students (3), or the work might be too hard (2).

Five trainees thought there were things that might prevent them from finishing their course, such as finding a job, or the distance they had to travel to get to the course.

Trainees' Career Plans and Access to Information

The Academy courses were strongly related to the students' plans for post-school careers or training. Nearly all the trainees (14) considered that their course could lead them to a job that was directly related to the course content, for example as a chef or fire-fighter in the Army, a tool-maker, or a DJ. When they finished their current course, eight planned to get a job and four planned to get an apprenticeship.

The majority of trainees (13) also thought that the courses could lead them to further training, although most were not sure about the details of the tertiary courses available, and only two said that their next step would be to continue on to a tertiary course. Of the other trainees, one planned to stay at school, and one other was not sure what they would do when they finished their course.

In the future, most of the trainees (13) said they would like to get additional qualifications, which for most of them (10) related to their current course of study. Many trainees (9) saw no barriers to their continuing with post-school education. Six mentioned potential barriers such as their attitude or level of motivation (2), or getting a job or being accepted into the Army (3).

Most of the trainees (13) had an idea of the career or job they wanted in the future. For many, these jobs were directly related to their current course (11), for example being a fitter and turner or a sound technician. Half the trainees (8) had already received information or advice about their career plans, mostly from the Academy staff, other teachers, or employers.

Summary

The Advanced Studies Academies at Linwood College are strongly linked to industry requirements. Tutors reported that they work hard to ensure that each trainee has a pathway organised when they leave school. For many of the programmes, this approach has been very successful, with nearly 100 percent of trainees continuing on to further training or employment. The strong focus on national certificates enables trainees to experience success as they complete qualifications in areas they perceive to be relevant.

Although trainees are required to study full-time in one area, many trainees are also able to gain the more generic NCES, which can be used to obtain employment in other areas.

The trainees' reflections on their own achievements prior to entering the Academies, and data on their previous qualifications and rates of absenteeism, indicate that these young people had not had much previous success at or interest in the mainstream programme at secondary school. Before they started their current course, most of the trainees were not motivated by school, did not think they had done well, did not consider they had been prepared for life outside school, and would not have stayed at school if they had not joined the Academy programme. The trainees were positive about the Academy courses and could see a direct link between the course content and their personal interests, career goals, and further education.

Another vital but more hidden component of the programmes is their emphasis on the whole person and on the personal and social outcomes for trainees—many of whom have past histories of truancy or behavioural problems.

One challenge for the school is the lack of crossover between the two school streams—vocational and academic. The model of full-time, adult trainees commits the trainees to one main course of study that does not easily allow them to continue with other academic subjects.

THE ACADEMY PROGRAMME AT ARANUI HIGH SCHOOL

Introduction and Background

This case study provides an overview of the Academy programme at Aranui High School, with a particular focus on the Sports Development, Trades, and Rugby Academies. The information presented has been gathered from school documents and data; interviews with 16 students currently enrolled in the programme; and interviews with a range of people involved in organising or delivering various aspects of the programme.

The staff members we interviewed included the directors of the Sports Development, Trades, and Rugby Academies, and the Academy Enrolment Officer. In addition, we held informal discussions with the principal, assistant principal, Academy Administration Officer, and members of the Careers Department. A number of external providers were also interviewed, including a coach at the Sports Development Academy, a representative of the Canterbury Rugby Football Union (CRFU), a representative of the Christchurch Polytechnic Institute of Technology (CPIT), and the manager of the Aranui Community Renewal Project (ACRP). We also had an informal discussion with the deputy principal of a local primary school.

The Characteristics of the School

Aranui High School is a co-educational school in Christchurch, with a roll of 1,088 (including 27 foreign, fee-paying students). In 2002 the school roll was 65 percent Pākehā, 22 percent Māori, 8 percent Pacific Nation, 5 percent Asian, and 1 percent students of other ethnicities.

Aranui High School is located in a state housing area with high unemployment rates. It is a decile 3 school, with contributing schools ranging from decile 1 to decile 7. In the 2002 prospectus, Aranui High School is described as a "community school . . . that has been closely linked to its community for over 40 years" (p. 3). Many of its programmes, including the Academy programme, involve making links with the local community in various ways.

Since the Academy programme was introduced in 1998, the school has increased retention rates and attracted a growing number of Year 13 students from other schools, as shown in Tables 8 and 9.

The mission statement of Aranui High School is "Strength and success through innovation and diversity" (Aranui High School Prospectus, 2002). The school runs a number of innovative programmes that directly or indirectly support students who are at risk of leaving school without a job or plans for further training. In addition to the senior school Academy programme we focus on in this study, the school runs a Year 9 Academy programme for four hours a week to give students a taste of the senior programme and something to aspire to in the future. The school has two alternative education sites where students work towards the National Certificate in Employment Skills (NCES). Aranui High School is also part of the Schools Making a Difference programme.

Table 8

Aranui High School Roll History

Year	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
1994	262	222	198	208	117	-	1007
1995	236	253	207	189	68	-	953
1996	217	233	231	168	94	11	954
1997	215	212	217	163	89	40	963
1998	227	218	214	165	225	12	1061
1999	256	219	192	149	247	-	1063
2000	304	248	199	124	225	-	1100
2001	241	293	227	124	252	-	1137
2002	238	231	243	108	268	-	1088

Table 9

Aranui High School Progression Rates

Year	Y9-10	Y10-11	Y11-12	Y12-13	Y13-14
1995	97	93	95	33	-
1996	99	91	81	50	16
1997	98	93	71	53	43
1998	101	11	76	138	13
1999	96	88	70	149	-
2000	97	91	65	151	-

The Academy Programme

Content, Structure, and Organisation

The senior school Academies at Aranui High School are one-year programmes offered to students in Year 13 (and in some cases, Year 12), with the exception of the Early Childhood Care Academy which runs over two years. In 2002, the school offered senior school Academy programmes in Basketball, Carving, Early Childhood Care, Hospitality and Tourism, Music, Sports Development, Outdoor Adventure, Theatre and Media, Rugby Football, Trades, Photography, and Amorangi o ngā Hāhi Karaitiana (Christian Leadership Training).

Each student spends twelve hours a week in one of the Academies, and twelve hours a week taking Academy Modules or other school subjects, for example for Bursary or Sixth Form Certificate. In 2002, 51 of the Academy students are enrolled in Academy Modules and 176 students are taking other school subjects. The Academy Modules are designed for students who are unlikely to succeed in mainstream school subjects. They cover Communication English, Life/Employment Skills, and Mathematics and Computing; unit standards that are part of NCES Level 1; and a class in Nutrition which does not have unit standards attached to it. Students do not complete the NCES, as one year is not considered long enough to do so.

The specific content of each Academy programme varies according to its particular focus. The Rugby Academy focuses on the students' personal development, provides opportunities for them to develop physical fitness and skills, and prepares them for a career in sport. The programme content includes sports training methods, weights, aquatics, sports medicine, psychology, nutrition, fitness, related sports studies, and team coaching. Physical training takes place at QEII Park, and professionals provide both coaching and mentoring.

The Trades Academy is allied to the construction industry and related trades. Students complete the Elementary Construction Skills course, which is a unit standards-based course designed for senior students as a pre-training qualification for the building industry. The school has been accredited to deliver this course through NZQA. Some of the unit standards are covered at the school, while others are completed at the Christchurch Polytechnic Institute of Technology. As part of the programme, students participate in work experience set up by the Manager of the Aranui Community Renewal Project.

Like the Rugby Academy, the Sports Development Academy focuses on students' personal growth and on developing their physical fitness and skills. The programme content includes coaching in a wide range of sports, fitness, personal presentation, public speaking skills, anatomy, sports psychology, nutrition, drugs in sport, and sports management. Coaching is provided both at school and by external providers. The Sports Development Academy makes frequent use of community facilities such as Cowles Stadium and QEII Park. The programme also includes visiting speakers, challenge days, and a camp.

Programme Philosophy

All of the school staff we interviewed considered that the underlying philosophy of the programme is to help students become more employable. The emphasis in some Academies, such as Sports Development and Rugby, is on improving students' attitudes and on personal development in areas such as social skills and time management; in others, such as the Trades Academy, the emphasis is on the specialist skills required to work in the industry.

According to two staff members and three external providers, the students' interest in the programme content helps to keep them at school, and can then be used as a vehicle for teaching skills and attitudes that make the students more employable.

> The philosophy is to keep the students at school and hope that they can . . . build personal skills to help them transfer from school to work, and hopefully gain qualifications along the way that they would probably not [otherwise get]. (Academy Enrolment Officer)

> Students end up doing English and maths as well as rugby and all of a sudden find that it's not that hard after all. (CRFU representative)

The external providers also spoke about the underlying philosophy of the programme from the perspective of their own organisations. Three referred to the importance of promoting their respective areas to students. The CPIT representative saw the philosophy as being to enable "at risk" students to experience a polytechnic environment which may encourage them to go on to polytechnic or a career. Two providers thought that improving the reputation of Aranui High School and the Aranui community in general was an important aim of the programme.

History and Development of the Academy Programme

Aranui High School developed its Academy programme to address the problem of the growing number of students who were failing in the mainstream education system and leaving school without jobs or plans for further training. The problem was initially identified and addressed in 1998 by the principal of the time and the school's Student Placement Officer. Responses to student profiles showed that sport was a common interest among these "at risk" students. As a result, the first Academy programme was based on sports, using the skills and experience of the current Director of the Rugby Academy, who at that time was coaching rugby league at the school.

At the same time, a specialist remedial teacher was employed to teach the Academy students in areas such as communication skills. Other teachers were involved in delivering other components of the programme such as life skills. These additional subjects, provided alongside the sports component of the programme, have developed over time to become the Academy Modules. All of the modules, apart from English, were discontinued in 2001 because of timetabling problems, but as many students did not succeed back in the mainstream classes, the modules were reinstated in 2002.

Over the years the number and range of Academies have grown in response to the perceived needs of students and/or the community, students' interests, and changing school personnel. For example, the Electronics Academy is no longer available owing to a change in school personnel and a lack of student interest. The latest programme, Amorangi o ngā Hāhi Karaitiana (Christian Leadership Training), is an example of an Academy initiated by the community.

The total number of students enrolled in the Academy programme in 2002 is 272. The number enrolled in each Academy varies. Table 10 shows the roll size of the three Academy programmes focused on in this case study, over the last four years.

Table 10

Rugby, Trades, and Sports Development Academy Roll Size by Year

Programme	Year			
	1999 (July)	2000 (July)	2001 (March)	2002 (Feb.)
Rugby	52	49	42	36
Trades	18	13	20	14
Sports Development	35	42 (March)	28	30

Academy Programme Staff

Some of the staff members involved in delivering the Academy programmes were hired especially for that purpose, such as the directors of the Rugby and Sports Development Academies; others were existing staff members with specific skills that were used to develop particular Academies. The directors of the Rugby, Trades, and Sports

Development Academies are all people with a high level of expertise and experience in their particular areas, and some have national reputations. All of the staff come from a teaching background, apart from the Director of the Rugby Academy. Some staff members spend all their teaching time in one particular Academy, as is the case with the Director of the Rugby Academy; others such as the directors of the Trades and Sports Development Academies spend some of their teaching time in other subject areas.

Providers, Work Experience, and Links With Other Organisations

All Academy students do courses in First Aid and Job Search Skills, which are run by external providers. They also do work experience. The Careers Department has developed a set of reporting forms to enable providers of work experience to give feedback to the school on the students placed with them. The links made between individual Academy programmes and external providers vary according to the focus of the Academy. Examples of this variety are outlined below.

The Rugby Academy

Members of the CRFU, such as the Rugby Development Officer, the Amateur Manager, the Rugby Manager, and the Rugby Education Officer, have varying degrees of input into the programme. This input takes the form of coaching and assessment of students. The Director of the Rugby Academy discusses with the CRFU the areas in which the students need coaching, and the general content of the programme. Role models, including members of the All Blacks, are brought in as guest speakers and coaches.

In keeping with the school's philosophy of maintaining close links with the community, the Rugby Academy has formed a partnership with local primary schools to enable its students to gain experience in coaching primary school sport and to act as role models and mentors. Students can apply for rugby league scholarships, set up by the Rugby Academy, to go to Australia at the end of the year to train with the Western Tigers team in Queensland for two to three months.

The Trades Academy

The Director of the Trades Academy has worked with the Building and Construction ITO to gain NZQA accreditation to deliver the Elementary Construction Skills course. A partnership has been formed with the Christchurch Polytechnic Institute of Technology, which is involved in teaching trades skills that complement the current programme. The Director of the Trades Academy is also considering forming a partnership with the Southland Institute of Technology. He would like to pursue further industry links with firms such as Fletcher Construction, and to find out what they are looking for in employees.

In addition, a work experience programme has been set up with the ACRP, through Housing New Zealand. This involves a two- to four-day block working alongside contractors in house painting and decorating; a one- to two-week block in housing maintenance; and a total of eight weeks in the construction of new housing in the Aranui area. An on-the-job painting assessor is involved in assessing the students. The organisation of this work experience programme has involved input from the school's Careers Department, the Director of the Trades Academy, and the ACRP Manager.

The Sports Development Academy

A wide variety of external providers are involved in coaching the Sports Development Academy programme in areas such as scuba diving, soccer, mountain biking, kayaking, and surfing. The Director of the Academy liaises with providers about their input into the programme and gives them feedback where necessary. Like their counterparts in the Rugby Academy, the students coach and referee sport in local primary schools.

Qualifications and Assessment

The nature of the qualifications that students are able to get varies considerably between the Academies. Although the Academy Modules and many of the Academies themselves provide students with the opportunity to do unit standards, none of the Academies is able to offer students the chance to complete national certificates, apart from the Early Childhood Care Academy which is a two-year, full-time course.

Although the school is accredited to deliver the Sports, Fitness, and Recreation Industry Training Organisation (SFRITO) course, and SFRITO unit standards are used by the Outdoor Adventure Academy, they are not currently offered to students in the Rugby and Sports Development Academies. Instead, school staff are in the process of writing their own unit standards for a Certificate in Sports at Level 1 with NZQA, which they believe will better suit the needs of their students.

Students in the Rugby and Sports Development Academies do have the opportunity to complete other sports-related qualifications. In the Sports Development Academy, students can complete awards and certificates such as the Hillary Commission Sport Leader Level 1 and 2, Bronze Medallion, Coaching New Zealand Level 1, Sports Leadership Certificate Levels 1 and 2, and a First Aid Certificate linked to the Red Cross unit standards. The Rugby Academy offers a similar range of certificates in the areas of coaching, umpiring, and First Aid, along with some unit standards. The Directors of both the Rugby and Sports Development Academies keep their own records of student progress in areas such as fitness.

The Trades Academy is more focused on qualifications. Students are able to complete a series of unit standards up to Level 4, as part of the Elementary Construction Skills course. However, at this stage there is no national certificate that this course can contribute to. The course is assessed by the school, along with CPIT, using the usual moderation processes for unit standards. The Director keeps a log of the unit standards that students have passed, and students receive a certificate of achievement which lists the unit standards credits and experience they have gained.

Funding

The main funding source for the Academy programmes is the school's Operations Grant. In addition, STAR funding is used for components of six of the Academies. All Academy students also do STAR-funded courses in First Aid and Job Search Skills, which are offered by external providers.

Students

Students on the Programme

Although the Academy programme was initially set up for young people who were struggling in the mainstream system, it is open to all students aged 17 years or over, and to younger students at the discretion of the principal. Students choose the programme that interests them, and in some cases they are invited or advised to join. The profile of the group we interviewed from the Rugby, Trades, and Sports Development Academies is one of students who had few qualifications and high rates of absenteeism.

Career Information and Transition Assistance Provided to Students

Information

Pamphlets containing information on the content, qualifications, and possible pathways provided by each Academy and on the structure of the Academy programme in general are available to all school students. Information on the Academies is also available in the curriculum booklet given to senior school students to help them select their subjects. Students can also gain information on the various Academy programmes during Orientation Day.

Transition Assistance

All Year 12 students complete profiles on their career intentions, and this information is entered into a Careers Department database. Students whose qualifications do not match their career intentions are interviewed by Careers Department staff. Since the beginning of 2002, this process is being repeated for all Academy students when they fill out the new Academy student profiles. These are being processed by the Careers Department, which will then take responsibility for any follow-up action required such as liaising with polytechnics. Early in the year, the Careers Department runs a special career programme with each Academy to give students a career focus. Students also receive transition assistance as part of the Life Skills course, in which they learn about such things as how to write a Curriculum Vitae. The school aims to ensure that all students have visited a "Career Expo", done work experience, done the Job Search Skills course, and completed a career plan before leaving school. When students finish the Academy programme they have a leaving interview with a member of the Careers Department and have the opportunity to discuss their future options.

Throughout the year, the Academy Directors also take responsibility for providing support and information to help students with their transition. This assistance is provided in a range of different ways, including by drawing students' attention to job advertisements in the paper, taking students to open days at colleges of education, polytechnics, and universities, and attending "Career Expo" days. All three directors use their own contacts to support the student's transition, for example in setting up workplace experience.

Throughout the year, three of the external providers offer students general advice and information on an informal basis regarding their future opportunities for work or further training. In addition, the CPIT representative is able to support students by co-ordinating their entry into the Modern Apprenticeship Scheme.

Outcomes for Students

Qualifications

Although students in the Rugby and Sports Development Academies are able to gain qualifications, these programmes have tended to focus more on improving student attitudes and personal development than on gaining unit standards. The Trades Academy, by contrast, provides a programme based on a specific set of related unit standards that are considered useful to students in getting jobs or going on to further study.

Personal Development and Attitude Changes

All of the school staff and external providers emphasised personal development and attitudinal changes as an important (and in some cases, *the* most important) positive outcome for students enrolled in the Academy programme. The Director of the Rugby Academy described these two outcomes as being important "above all else", and added that "whatever else they get is just the icing on the cake". A similar view was expressed by the Academy Enrolment Officer.

> I think it's the turn-around I've seen from students who have low self-esteem, lacking communication skills, no self-belief, and then to see them at the end of their course. I can recall one guy who actually stood up at the end of prize-giving and gave a speech. It would have brought tears to anybody's eyes. He was just highly motivated. We've seen some real turn-arounds for some of the boys and girls.

School staff and external providers listed a range of positive outcomes for students in terms of personal development, including a sense of belonging, self-respect, self-esteem, and confidence. In addition, they thought the Academy programme helps students to develop the ability to cope when things go wrong, to look after themselves in the community, to make new friends, and to work as a team. Attitudinal changes that staff members had observed included courtesy, appropriate language, respecting other genders and cultures, respecting other people's spaces, perseverance, and responsibility.

Job Skills, Work Experience, and Job Prospects

Staff members and external providers thought that the Academy programme enhances the students' job skills and/or job prospects for a range of different reasons. Three of the staff members and two of the external providers thought it was because the programme helps students to develop the personal skills and attitudes that are valued in the workforce, including time management, team-work, and communication skills.

> If students can build their self-esteem, their confidence, their communication skills, even if they've got limited qualifications, that is a help . . . and we've seen that. (Academy Enrolment Officer)

> [They're] learning to turn up on time, be organised, be independent. (Sports Development Academy Coach)

The Director of the Trades Academy believed that the Academy programme increases students' job prospects by providing them with specific trade-related skills and the chance to make contacts in the industry through work experience and time spent in polytechnic classes.

> We have had students who have failed in the rest of the school system but have found things they're interested in [in the Academy programme] and can get jobs.

The value of making contacts in the industry was reinforced by the ACRP Manager.

> They are working with contractors who regularly do Housing New Zealand work and will be working on the Aranui Community Renewal Project in the future. They may need to employ people in the future and will know the Aranui students.

The Director of the Rugby Academy and the CRFU representative thought that the high profile of the Rugby Academy has helped to overcome negative attitudes towards Aranui High School in the community, which in turn has helped the job prospects of the students.

> [The] Rugby Academy is high profile and has a reputation of good attitudes and being reliable. Aranui used to be a school people didn't like to say they went to [when applying for jobs]. (Rugby Academy Director)

Aspirations

According to several of the staff members and external providers we interviewed, one of the most important outcomes of the Academy programme is the way it helps students to develop and pursue their career aspirations.

> It gives them a focus. It gives them something to strive for, to achieve. (Academy Enrolment Officer)

> They all want to be Rugby League NRL or All Black players. Last year there was one NRL player. The reality is they won't all be able to. But if you're not striving . . . (Rugby Academy Director)

> It gives students a work ethic. They have experienced getting to a job on time, and working—being seen by other community members, on the job, working. It allows students to develop aspirations to work rather than be on a benefit . . . It gives students confidence. They know they can be an active part of the workforce. (ACRP Manager)

> For me, success for this class is having nobody left in it at the end of the year—that everybody has found their pathway. (Trades Academy Director)

Both the Academy Enrolment Officer and the CPIT representative considered that the process of finding a pathway is as much about students identifying what they do *not* want to do as about what they do want.

> They can confirm or deny an initial interest. There's no failure in saying, "I don't like this". That's a success. (CPIT representative)

> Just this morning a guy came in and said to me [that] the Academy was not [his] scene. So that was an early recognition. So that's another side to it—exposure to something they thought would be good, and now, not what they thought it was. (Academy Enrolment Officer)

The presence of role models in the Academy programme was also seen as helping to raise the students' motivation and aspirations.

> They've been in the company of people . . . skilled in their field in some way, and they're motivated by the success of others. (Academy Enrolment Officer)

Retention Rates and Destination Information

Tables 8 and 9 of this report show that the introduction of the Academy programme at Aranui High School in 1998 has been successful in increasing retention rates between Year 12 and Year 13. Students who return to school in Year 13 because of their interest in a particular Academy subject such as rugby also do an extra year in other subjects such as mathematics and English.

The Careers Department currently records information on student destinations on a database but is having difficulties, due in part to the number of students who leave without prior warning. The aim is to tighten up the leaving procedure so that the school can get a clearer picture of students' intended destinations. School-leavers' destinations are also tracked by the Canterbury Development Corporation Destinations Programme, of which Aranui High School is a part.

Past and Current Challenges

Challenges Faced in the Development of the Programme

School staff faced a number of challenges in the development of the Academy programme, the first of which was altering the school timetable to accommodate the blocks of time it required. Another challenge was gaining acceptance of the programme from staff and students, some of whom questioned the rationale for giving Academy students what was perceived as "special attention". But according to the Academy Enrolment Officer, "this was soon dispelled".

The external providers also faced challenges in setting up the programme. The CRFU representative, for example, had to gain an understanding of the school's culture, which differed from that of the private or boys' schools he was working with at the time.

An issue for the coach of the Sports Development Academy was becoming familiar with school systems and processes. Another was funding. In order to reduce the costs of his coaching, he got sponsorship from a local surf shop and has organised fundraising events for the students to take part in, such as cleaning up beaches.

Funding the component of the Trades Academy programme provided by CPIT was one of the challenges faced by the CPIT representative. A Memorandum of Understanding was set up that enabled CPIT to get Ministry of Education funding by enrolling students at CPIT for 0.1 of their programme time. This means that the school does not have to use STAR funding or its Operations Grant to cover CPIT costs. Another challenge for CPIT was meeting the needs of school students, which differed from those of their usual clientele in a number of ways. The students had to be provided with protective gear and particular facilities; the timetable had to accommodate their extra-curricular school activities; and staff had to adjust to the different social issues surrounding younger students, such as peer pressure.

Providing appropriate protective gear for students was also a challenge for the ACRP Manager, but school staff managed to find second-hand safety boots and overalls. The issue of persuading contractors to train students was addressed by giving contractors the option of tendering two prices: one including student training, and the other on the normal basis. In the end, all the contractors were willing to undertake student training without charging extra. Co-ordinating a timetable with the school was also a challenge, complicated by the fact that contract painting work is dependent on the weather.

Current Challenges

Qualifications

Several staff members expressed a range of concerns about the nature of the qualifications their Academy students achieved, and saw the potential for change in this area. The Director of the Trades Academy expressed concern that, although the Elementary Construction Skills course comprises a series of unit standards up to Level 4, at this stage the course does not contribute to any national certificate.

> They can't build on the Elementary Construction Skills course. It doesn't lead anywhere. The ITOs need to address this so it gains more status.

The assistant principal observed that some of the unit standards available are not entirely suitable for the needs of the Aranui High School students, but the process of writing unit standards for the school is time-consuming and difficult to organise. She also commented on the difficulty of finding resources to support the teaching of some unit standards, and of finding moderators to assist in assessing them.

The Directors of both the Sports Development and Rugby Academies acknowledged that their courses could be improved by offering unit standards in the National Certificate of Sport. However, they were concerned that including unit standards might affect the students' motivation and the very aspects of the programme that make it successful. There was a perceived tension between providing students with work they are interested in and capable of doing, and work that leads to getting qualifications.

> I don't want the introduction of unit standards to change the nature of the course…if people came in and made major changes, and lost sight of the philosophy and why the programme was started and if the focus became solely qualifications, the programme and individuals would not succeed. (Rugby Academy Director)

> I feel like I should be doing more academic work . . . but it doesn't work. I feel like I should be doing unit standards but they don't achieve them. It's hard to stimulate them with theory. (Sports Development Academy Director)

The Impact of NCEA

The Academy Directors we interviewed had mixed feelings about the impact of NCEA on their programmes. Concern was expressed about the increased theory and writing components of the NCEA assessments.

> There is too much writing for the kids. [There is] too much theory and it is not practical enough. Theory leads to kids dropping out. NCEA seems to go against what the Academy is trying to do. We need practical, not theoretical qualifications, to keep the students interested. (Sports Development Director)

When comparing the current assessments of unit standards with their NCEA equivalent, the Director of the Trades Academy observed:

> Workshop Technology was accessible and attainable. NCEA Technology Level 1 can possibly work in the same way but has far more theory and written components that will penalise many . . . Level

> 2 will not suit the majority of students in our schools. It has taken the hands-on approach away.

This concern was echoed by the CPIT representative, who noted that it is important under NCEA to "try to keep a balance between practice and theory".

However, some also mentioned the potential benefits of NCEA. These included the ongoing, rather than exam-based, form of assessment, and the potential for students to work more easily at their own pace and at different levels. The CPIT representative noted that, as well as allowing more flexibility in meeting individual student needs, NCEA allows schools to measure progress better and to award qualifications.

Class Sizes

A number of comments were made about the level of commitment that teachers required in the role of Academy Director, and the amount of time and energy demanded by the pastoral care component of the job.

> It takes a lot of energy and time to be continually motivating kids . . . [You] feel more accountable for their individual needs than you would teaching a normal class. It's because you have them 12 hours a week. (Sports Development Academy Director)

This problem has been exacerbated by growing class numbers. Some Academies have become very popular and have grown "too big". The Director of the Sports Development Academy noted that class sizes affect the quality of programme she can offer. "I'd rather have fewer [students] and do it well." The CRFU representative also commented on the increased difficulty associated with managing growing class sizes, and the need for more support staff in the Academy programme.

Student Use of Non-Academy Class Time

Because of the high-interest nature of the Academies, there have been some problems with students' attitudes and attendance when they are in Academy Modules or other mainstream classes. The Director of the Trades Academy noted that the Academy programme may have a "detrimental effect" on other school classes, because students sometimes have difficulty fitting in after experiencing the relative freedom and flexibility of the Academy programme. The CRFU representative expressed concern that

> Some kids focus too much on rugby and forget about the academic.

To deal with this problem, Academy Directors take a tough line on absenteeism in non-Academy classes.

> There's no half-and-half. You put everything into your academic classes as well. (Rugby Academy Director)

The Academy Enrolment Officer expressed concern that some students capable of doing Sixth Form Certificate or Bursary subjects alongside their chosen Academy subject may be opting into the Academy Module programme because it is considered easier. The Director of the Rugby Academy said that he emphasised the importance of each student using their non-Academy hours at school to aim for the highest-level qualification they are capable of.

> If you're capable of doing Bursary, then that's what you should do. Our sports teams do best when students are working hard academically.

Other Concerns

A number of other concerns were raised by staff members and external providers.

- It is difficult to keep some of the students who opt into the Academy programme motivated.
- Students may become too "cocooned from the real world" by the Academy programme.
- Limited resources sometimes cause constraints, such as one van not being enough to meet transport needs.
- The rate at which new training programmes are being set up means there is an endless process of finding the best external providers and fine-tuning the relationships with them in order to meet students' needs.
- It is sometimes difficult to maintain communication between the school and the external providers.
- If the Ministry of Education did not allow students to attend both school and polytechnics as part-time students, schools could not afford to pay for external providers such as CPIT.

Success Factors

The Programme Content

One of the reasons for the success of the Academy programme, according to school staff, is that the content is new and students do not enter with a history of failure. Another is that students have chosen to join the programme and so are highly motivated. The attractive content of the programme encourages students to stay at school for an extra year and further their education in other areas.

> They want to be there [in the Rugby Academy]. They have a passion for it. (Rugby Academy Director)

> The sport was the opener . . . Even if we're doing a rugby drill—although it's sports, they're actually learning maths and science in an enjoyable way. (CRFU representative)

> It gives them a reason to stay at school. They're doing something they enjoy so the other side of it is not such a drain. (Sports Development Academy coach)

The practical and relevant nature of the content was seen as another factor in the success of the Academy programme.

> It's real life—doing it on the job, putting technical stuff into practice. In real life it's sometimes different from technical theory. Students can see there's work out there close to home. It's accessible. (ACRP Manager)

The Programme Structure

School staff identified the fact that teachers have longer blocks of time with students (two to three hours at a time, compared with one-hour slots in mainstream subject areas) as another factor in the programme's success. This gives teachers greater flexibility in what and how they teach, and enables them to cater more easily for individual needs.

> The programme has the flexibility to meet everyone's needs and requirements. We can customise to suit. (Trades Academy Director)

Staff saw this programme flexibility as enabling teachers to give students a greater degree of autonomy and responsibility than would be possible in the mainstream programme. This in turn helps them to make the transition from school to the workforce.

Several staff members spoke of the close relationships that could be established among the students in each Academy, and between the Academy directors and their students, as a result of spending more time together as a group than is possible in other school classes. This was considered an important factor in the success of the programme. The Academy Enrolment Officer described the "fellowship and bonding that goes on", and the Director of the Rugby Academy spoke of the "whānau concept of closeness and camaraderie". The CRFU representative summed up the value for students of being part of a group:

> They get a feeling of being wanted. They're not left on a limb. They have a group they can belong to.

The Programme Directors

Several staff members linked the success of the programmes to having the right sort of person in the role of Academy Director.

> It can't just be a job. [Tutors] have to have a passion about it. You need to have the right personality for it to work. (Rugby Academy Director)

The personal qualities required in this role appeared to include a high level of motivation, enthusiasm, energy, commitment, and the ability to enforce boundaries and to earn the respect of students. The fact that the Directors of both the Rugby and Sports Development Academies have national reputations as sportspeople in their own right gives them credibility as experts in their respective fields. The success of the programme appears to depend on the Directors' ability to earn the students' respect, not only as experts, but also personally and as teachers.

> [It is] not a job for the everyday teacher. It takes someone who understands the background of the students. You need boundaries but not walls. (Rugby Academy Director)

This view was reinforced by the CRFU representative, who described the Director of the Rugby Academy as having "firm boundaries and consequences" and "a lot of consultation with families".

Partnerships and the Link With the Community

The strong links that have been formed between the Academies and the local community are considered an important factor in the success of the programme. The Director of the Rugby Academy described the way in which students "put back into the community". Members of the local community watch sporting events played by the Rugby and Sports Development Academies, and students from those Academies are involved in coaching and/or refereeing sports events in local primary schools. In addition, community sports clubs benefit from the specialist training of the Academy students who join them.

The ACRP Manager saw the involvement of Trades Academy students in community work as benefiting both the students and the Aranui community.

> Aranui students [are] being seen working in the local community by people they know—neighbours, friends, etc. It sets up a model of work ethic.
>
> Vandalism suggests a lack of ownership. If people are involved in doing up the community themselves there will be more ownership and pride and less vandalism. It builds community spirit.

The partnerships formed between the school and a wide range of external providers were also seen as contributing to the success of the Academy programme. The CPIT representative, for example, referred to Aranui High School's willingness to allow students to enrol as 0.1 at CPIT, even though this meant the school itself got less student funding.

> The school is not being precious but is looking at the best interests of the students. The school will lose funding but gain because the student stays on.

Students' Perspectives

Introduction

At the beginning of 2002 we interviewed 16 Year 13 students (12 male and 4 female) about their attitudes to school before they became involved in the Academy programme, their reasons for joining the programme, their future aspirations, and the information they had received about transition. Seven of the students identified themselves as Pākehā, 4 as Māori, 4 as Pacific Nation, and one as both Māori and Pākehā. Five of the students are in the Rugby Academy, 5 in the Trades Academy, and 6 in the Sports Development Academy. Half of the students are enrolled in the Academy Modules as well as their specialist Academy subject, and the remaining half take other mainstream school subjects.

The students in this case study had few national qualifications at the time they were interviewed. Of the 11 students for whom School Certificate data was available, only 2 had passed any School Certificate subjects, and they had each passed one subject. Of the students for whom Sixth Form Certificate data was available, only one had any Sixth Form Certificate subjects, and this student had achieved relatively low grades, ranging between 6 and 8, in the subjects taken.

Information on absentee rates in the year before they joined the Academy programme was available for 9 of the 16 students. In 2001 their absentee rates were high, ranging from 24 percent to 47 percent, with an average of 38 percent.

Students' Views on Secondary School Before They Joined the Academy Programme

Before joining the Academy programme, the students were more inclined to have negative attitudes towards secondary school than positive ones, as shown in Table 11.

Table 11

Aranui High School Students' Views on Secondary School Before 2002

	A lot	Quite a bit	A bit	Not much	Not much at all
Motivated by school	3	2	5	4	2
Liked school	-	2	8	4	2

When we asked about their reasons for these attitudes, nearly all of the students (13) responded with negative comments about school. The most frequent comment was that school was boring or that the work was not enjoyable (9). Students also said the work was too hard (4), and/or that they did not do the work (4). A few of the comments were about uniform, rules, discipline, and not getting on with teachers.

> I was real bad. I never done the work or nothing—getting kicked out of class, teachers yelling at me and stuff. The classes were boring. I think that was why I was naughty. The classes were boring.

> I hated the shit. I didn't do any work. I just sat there and just pissed on the teachers, unless it was PE.

Many of the students (11) said that their attitude had changed since the third and fourth form. For most of them (7), this change had been negative.

> I got sick of it. It was not as fun as the third form.

> Primary School was fun. I got along with everyone. High School was harder. I was excited to get to High School but there were fights.

For nearly one-third of these students (4), the change had been positive.

> I started to listen to the teachers and found out they're not that bad.

Students' Overall Likes and Dislikes About Secondary School

The things that students most frequently said they liked about secondary school in general were outside the area of academic courses, namely friends (11), sports and PE (6), and other extra-curricular activities (5).

The things that students most frequently said they disliked about school in general included particular teachers (10), boring work (5), and homework (5).

Students' Views on Their Achievement and Learning at School

When we asked the students to rate on a five-point scale how well they had done at secondary school up until the end of 2001, just over half (9) rated themselves in the middle of the scale ("well"). Over one-third (6) rated themselves at the bottom end of the scale ("not very well" or "not at all well").

When asked for the reasons behind their ratings, just under half the students (7) said that they did not try or did not pay attention at school, while over one-third (6) referred to exam results and reports.

> I never tried, never got good marks, not even in primary school.

When we asked the students to name some of the most useful things they had done or learnt at secondary school up until the end of 2001, half the students (8) were not able to name anything. The other half mentioned a range of things, including specific skills (4), specific subjects (3), extra-curricular activities (2), social skills and confidence (2), and general comments about learning (3).

Students' Views on Being Prepared for Life After School

When we asked the students to rate on a five-point scale how well secondary school had prepared them for life outside school, one-quarter (4) selected the mid-point of the scale ("well") and just under half (7) selected the upper end ("quite well" or "very well"). Just under one-third (5) selected the second-to-bottom point ("not very well"). The most frequently cited reason for selecting the middle or upper end of the scale was that students felt they had learnt life or job skills (6).

> New skills I have adopted—communication skills, leadership skills, independence.

Those who selected the lower end of the scale gave a variety of reasons, including the fact that school has different rules from the workforce, and that they had not been told about jobs and courses.

> Teachers haven't talked about that stuff [goal setting] much.

Things That Could Help Students Do Better at School

Half of the students (8) thought they might have done better at secondary school if things had been different either at school or at home. The things they mentioned most frequently were receiving firmer guidelines, more follow-up, more encouragement, and more motivation from parents and/or teachers.

> Dad is lazy. I got it from him. He didn't push me to do work.

> The teachers could have pushed me hard instead of saying I didn't have to.

> The teachers talk too much. They don't write things on the board and they go too fast.

A few students (3) thought that an improvement in their own motivation and self-discipline might have made a difference to their achievement.

> Everyone tried to help me but I just didn't listen.

Students' Views on the Academy Programme and Why They Decided to Join

How Students Found Out About the Academy Programme

Half of the students (8) found out about the Academy programme in 2001, and just under half (7) found out prior to 2001. The most common ways in which students found out about the programme were through friends (9) and/or teachers (7). All of the students had received advice or information about the Academy programme, mostly from teachers of the Academy programme (7), family members (6), and/or peers (4).

Half of the students (8) said they also received advice and/or information about other school subject options for 2001, mostly from mainstream school teachers.

Students' Knowledge About the Academy Programme

Nearly all of the students (14) thought that the Academy programme was different from the other courses offered at their school. The areas of difference they mentioned most frequently included the structure of the day (7), the new subject content (4), the easier work (4), the programme being more fun (5), and the programme being more relevant and/or practical (4). Several students also mentioned the teachers being different (3), the off-site learning component and/or non-school providers involved (3), and more time being given to core/compulsory subjects (2).

> It's fun and not boring. You get to work with your hands.

The students' views on the main purposes of the Academy programme differed according to the particular Academy they were enrolled in. The Trades students saw the purposes as being to help students get jobs, practical work skills, and/or job experiences. For the Sports Development students, they were to help students get fit and healthy, develop sports skills, and get qualifications. The Rugby students saw the main purposes as being to help students get fit and healthy, develop sports skills, and get jobs.

Why Students Joined the Academy Programme, and What They Would Have Done Otherwise

The reason given by over half the students (9) for joining the Academy programme was their interest in a particular subject area. Over one-third (6) joined in order to do particular activities, and one-quarter (4) joined because the programme was seen as leading to a job. A few students joined for other reasons, including to get specific skills, to get qualifications, because they did not want to be unemployed or have nothing to do, because they did not like the mainstream programme, and/or because they considered the Academy programme to be more practical, relevant, or fun.

Over half the students (9) said they would have stayed at school if they had not joined the Academy programme, while one-quarter (4) said they would have either got a job or left school without a job. A couple would have gone to a tertiary training course and one student was unsure.

What Students Wanted to Gain From Their Time in the Academy Programme

When we asked students what they wanted to gain from being in the Academy programme, the most frequent responses were some form of personal development (12), qualifications (10), job prospects (9), and work related skills (8). Less frequently mentioned were experiences (4), and career goals (3).

> [I want] to get unit standards, to get a good qualification for a job.
>
> I want to be working in an office, not a factory. I want a decent job.
>
> [I want to] feel more confident about doing stuff in front of people—feeling good about yourself.
>
> I want a nicer attitude. Lately I've been a real mole to everybody at school.

> I don't know what I want to be yet so this course will help me find out. Anything using my hands I like.

Students' Initial Response to the Academy Programme

A number of students made positive comments about their initial experiences of the Academy programme.

> I just like it. I'm glad it made me stay at school. It's helping me because it takes up most of the school time. I've only got three other classes so I'm not naughty. I've made my own mind up that I need to get some qualifications.
>
> I've noticed ever since I started this course [that] I have taken on more things. I'm participating more in other subjects. [I joined the Academy] to get my attitude back on track—to get me back into school and it has worked so far. Compared to last year my attitude is better. It has been the best thing for me. I'd recommend it for other people in the same position. The teacher pushes us, challenges us…
>
> The teachers are really good—more like family. Everyone gets along—not like boys versus girls.
>
> I know I have to knuckle down. I don't sock it at the teachers. I don't bunk since starting this year.

Only four students reported having any concerns about joining the Academy programme. However, over half (9) thought there were things that might prevent them from completing their courses, such as getting a job or an apprenticeship, or moving house.

Students' Career Plans and Access to Information

Most of the students (12) thought the Academy programme could lead them into a job, which in most cases (10) related to the content of their Academy course. Just over half the students (9) intended to get a job on completing their course. Although the same number also thought the Academy programme could lead on to further training, less than one-third (5) intended to take this option on completing their Academy course. None of these students could give specific details of their tertiary pathway, and only a few could give vague details. One student intended travelling overseas, and one was not sure about their plans.

Most of the students (12) said they would like to get further qualifications in the future. However, only one-third of these (4) named qualifications that related to the Academy programme they were enrolled in, while half (6) mentioned qualifications relating to other school subjects. Most students (11) thought there were things that might prevent them from getting the kind of education they would like in the future, the most frequently mentioned being attitude or motivation (6).

Nearly all the students (15) had an idea of the career they wanted, and in most cases (11) it was directly related to the Academy course they were taking. Most students (13) had received information or advice about this career, the most common sources being the Academy programme teachers (7), followed by the school careers advisor (4), and family (4). A few students gained information from printed material such as course pamphlets and leaflets about jobs. The most frequently reported form of information or advice these students received included advice to stay at school and complete school courses, and/or information about possible post-school courses. A few students had also received general information about specific jobs, and/or information about the entry requirements and/or skills needed for specific jobs.

Summary

Aranui High School can be considered a pioneer provider in supporting students in their transition from school to jobs or further training, using the Academy model. Other schools have since followed and/or adapted this approach. A distinctive feature of the Aranui Academy programme is the strong links it maintains with the local community, which is seen as contributing to the success of the programme. When the Academy programme at Aranui High School was introduced in 1998, the number of students returning to school for Year 13 increased dramatically and has continued to grow steadily. Students are given a taste of the Academy programme in Year 9, and this can provide them with something to aspire to and the motivation to stay at school.

The students in this study had, on the whole, attained few qualifications before entering the Academy programme, and none of them thought they had achieved particularly well at secondary school. Their reflections on their time at secondary school up until the end of 2001 suggest that, in general, they did not particularly like or have an interest in the academic side of school and did not see it as useful or relevant. The high absentee rates of the students in this study during 2001 are consistent with these views.

Over half the students in this study joined the Academy programme because they were interested in a particular subject area. According to school staff, the success experienced by Academy students who have not achieved in the mainstream school system is due in part to their choice of subjects that interest them, and that they are good at. School staff considered that this experience of success forms a basis from which students can develop positive attitudes and new skills. The high interest content of the courses is used as a vehicle through which students can be taught, and can practise, life skills and attitudes that are valued in the workforce, making them more employable.

The Academy programme provides students with qualifications and/or experiences that are considered helpful either in getting a job or going on to further training. Just over half the students in this study intended getting a job on leaving school, and had a clear sense of the link between their Academy course and future career possibilities. Just under one-third intended going on to tertiary training. In most cases, this training was unrelated to the students' Academy courses. The fact that the students we interviewed were less likely to make links between their Academy course and future training possibilities than with future jobs may reflect the emphasis of the programmes. The qualifications that students can attain vary considerably across the different Academies. One of the challenges currently being addressed by school staff is finding a way in which all the Academies can provide opportunities for students to get unit standards without altering the special nature of the programmes.

THE WORLD OF WORK AND SIR EDMUND HILLARY AND TONGARIRO HIGH SCHOOL OUTDOOR EDUCATION AND TOURISM STUDIES PROGRAMMES AT TONGARIRO HIGH SCHOOL

Introduction and Background

This case study describes the two-year part-time World of Work programme, and the one-year, full-time Outdoor Recreation and Tourism programme at Tongariro High School. The information presented here was drawn from the school prospectus and interviews with the programme leaders[13] and the school principal. In addition, interviews were held with two workplace providers.

The Characteristics of the School

Tongariro High School is a decile 1 school in the rural town of Turangi. The school's catchment area is Turangi township and the surrounding rural area. The school was originally built to accommodate the population increase in the wider area caused by the hydro-dam scheme in the 1960s. At one stage the school had over 1,000 pupils. A number of factors, not least the decline in work opportunities in the area, have led to a steady fall in the school roll over the last decade (see Table 12). Like other rural towns, Turangi has a high unemployment rate. Employment in the area revolves around forestry, tourism, and farming. The decline in the school roll has created a number of challenges for the school, including the retention of staff, being able to deliver a full and relevant curriculum, and timetabling issues.

Table 12

Tongariro High School Roll

	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
1993	73	72	80	81	27	28	-	361
1994	84	57	62	88	28	19	-	338
1995	80	82	58	77	30	12	-	339
1996	46	64	71	50	35	16	2	284
1997	64	62	61	60	34	13	-	294
1998	65	60	56	59	45	21	1	307
1999	56	63	63	53	48	39	3	325
2000	48	50	51	55	34	29	9	276
2001	-	46	41	43	38	18	4	186
2002	-	47	41	27	31	15	3	164

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[13] The World of Work Programme Leader is also the Careers Advisor.

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In 2001, the school roll was 88 percent Māori and 12 percent Pākehā (ERO Report, 2002). Many of the Māori students are from the local iwi, Ngāti Tuwharetoa. Tongariro High School has the capacity to house many more students than currently attend, and is considering the option of relocating the local primary school on its site.

The central plateau region where Tongariro High School is located is well endowed with an "outdoor playground". Along with the Sir Edmund Hillary Outdoor Pursuits Centre, the school is ideally placed to provide its Outdoor Recreation and Tourism programme for students. The Board of Trustees and staff are also looking to promote the school's Outdoor Activities programme abroad to attract foreign fee-paying students.

The Programmes

Content and Organisation of the Programmes

Year 12 and 13 students at Tongariro High School have the option of choosing one of two alternative non-Bursary programmes: the two-year World of Work programme, and the one-year Outdoor Recreation and Tourism programme. Both are taught as completely separate programmes. Their roll size is shown in Table 13.

Table 13

Programme Roll in 2002

	2000	2001	2002
Outdoor Recreation and Tourism	8	Not offered	7
World of Work	20	22	20

The World of Work Programme

The primary aim of the World of Work programme is to offer students a range of work experiences. Each student chooses the type of work they would like to try out, and the Programme Leader arranges with an appropriate employer to provide work experience. Students in the programme spend one or two days a week with a workplace provider. The Programme Leader takes a "hands on" approach, regularly visiting workplace providers to monitor the progress of the students.

The programme is made up of a series of core components. All students do compulsory mathematics and English classes, which are tailored to the levels of individual students and are relevant to their course of study. All students attend a Life Skills course run on site by the Programme Leader. This includes unit standards on driver education, first aid, work experience, and work placement. Some of the unit standards are externally assessed by the workplace provider. In addition, block courses are provided. For example, a farming course with unit standards is offered by a local private training establishment (PTE). Once a week, a guest speaker comes to talk to the students. Speakers include ITO representatives, farmers, electricians, and service personnel from the Army or Navy, who share their experiences in their chosen professions.

The Outdoor Recreation and Tourism Programme

This full-time programme is delivered in conjunction with the Hillary Outdoor Pursuits Centre and other providers such as the Department of Conservation and Ruapehu Alpine Lifts. The week's programme is divided into two parts. On Monday and Tuesday, students are involved in classroom-based learning on the theoretical aspects of the course content. For the remainder of the week, students take part in experiential learning based on outdoor recreation, including kayaking, white-water rafting, ski-field work, mountaineering, and rock-climbing. Most of the programme components are delivered by the Programme Leader. Students stay together as a single class for the duration of the programme.

External providers train the students in their area of expertise. For example, Ruapehu Alpine Lifts provide coaching in skiing and snowboarding. Providers also take students for one week of work experience during the year. The unit standards in both the practical and theoretical components of the course go towards the Tongariro High School and Hillary Outdoor Pursuits Centre Outdoor Recreation and Tourism Certificate.

History and Development of the Programmes

The World of Work programme in its current format has been running since 2000. Prior to that, individual students were placed on work experience at their own request. The task of overseeing the work experience was assigned to the Careers Advisor. Work experience was not offered to all students. Once a student was placed on work experience, there was little communication between the provider and the school, and the student's progress was not monitored adequately. The new programme has improved both communication and monitoring.

Outdoor recreation and tourism are a major part of the local economy, and with strong student interest in the outdoors, this was an obvious area in which to develop an alternative senior programme at Tongariro High School. The Outdoor Recreation and Tourism programme started in 2000, but was not offered in 2001 due to low student enrolments which were related to the cost of the course.

Both of the Programme Leaders initially invited different organisations to be involved in the programmes. This is the second year that the two workplace providers we interviewed have been involved in the programmes. Both were happy to support school initiatives that were positive for the wider community. Providers also reported that building the relationship has been mutually beneficial.

> I think that it is a very good thing they are doing because it is needed in Turangi. If we can, we will continue to support the programme . . . We also get very good employees. It works for both of us [the students and the business]. (Workplace provider)

Philosophy or Underpinning Values of the Programmes

In 1999, the school Board of Trustees and staff made a conscious move to offer more "experiential learning" opportunities for students. This was driven by a belief that a large number of students at the school were more practical learners and were "not particularly academically inclined" (Principal).

The underlying philosophy of the World of Work programme is to "broaden each student's knowledge of what could be available to them when they leave school" (Programme Leader). Staff found that a number of students did not really know what they wanted to do when they left school. The work experience programme attempts to expose the students to a range of experiences to help them decide what they would and would not like to pursue further after leaving school. Workplace providers also reported that the programme helps students to clarify their career interests.

Programme Leaders and workplace providers reported that an important part of the programmes' philosophy was to generate interest in learning and therefore retain students at school so that they could attain some qualifications.

> . . . helping students that could be under-achievers to take pride in themselves and [realise] there's something more to learning. (Workplace provider)

The link between school and work was also seen as an integral part of the programmes' philosophy. A workplace provider noted that this was especially important in a small town.

> Large numbers of kids are leaving school when they're 15 years old. There is very little employment in a small town, especially for people with no qualifications. The school sees a need to keep them [the students] at school to give them a better chance. The programme was obviously designed to keep them at school in some type of training and so that they become employable. (Workplace provider)

The Programme Leader of Outdoor Recreation and Tourism reported that the philosophy was to generate a more positive attitude to learning, and to ensure that the students are at school and acquiring qualifications, practical skills, and work opportunities.

Funding

STAR funding covers about 50 percent of the costs of the World of Work and Outdoor Recreation and Tourism programmes. The balance is made up from the school's Operations Grant.

The Tongariro Consortium

The Tongariro Consortium is a cluster of schools in the wider Taupo region which are able to offer unit standards under the Consortium's umbrella. Any teacher within the Consortium can propose a course of study, as long as they have the appropriate skills to provide it. The Consortium writes its own unit standards, which are recognised on the National Framework. The benefit of the Consortium is that it is able to pool resources and expertise from a wider base. The Consortium works alongside ITOs like the Sports, Fitness, and Recreation Industry Training Organisation (SFRITO). Tongariro High School's involvement in the Consortium enables it to develop and deliver new unit standards that are relevant to the changing needs and interests of its students.

Providers, Links With Other Organisations, and Work Experience

Both programmes have established strong links with local industry and training providers. The Programme Leader of Outdoor Recreation and Tourism maintains regular contact with local providers such as the Department of Conservation, Ruapehu Alpine Lifts, and white-water rafting companies, and monitors the progress of the students. The World of Work students, in consultation with the Programme Leader (in his role as Careers Advisor), identify the industry they wish to work in. The Programme Leader then uses his own networks to find appropriate placements, for example in local motels, restaurants, Genesis Electricity, farms, apiaries, or the school canteen.

One of the workplace providers interviewed for this project offers work experience in food preparation and hygiene. Students spend a couple of hours each day working in the canteen. They learn about food preparation, catering, hygiene in the hospitality industry, and operating a till. The second workplace provider offers students one week of work experience in the service and hospitality industry. Some of the students are later offered paid work in the school holidays. This workplace provider also offers training in snowboarding and skiing, in which students can attain unit standards to Level 1 and Level 2. Coaching sessions are run by trained instructors for one day a week, over a six-week period.

Students

Students in the Programmes

The programmes are open to any students who wish to participate, who are interested in gaining practical experience, and who want a different style of learning. The programmes are aimed primarily at students who have not achieved academically in their junior school years. However, at least one student in the Outdoor Recreation and Tourism programme has completed academic studies and is participating in the programme because it is more closely aligned with his own personal interests.

The programmes are available only to Year 12 and 13 students, as both Programme Leaders consider that

> fifth form students . . . are not quite mature enough at that age to join the programme. (World of Work Programme Leader)

Students involved in the World of Work and Outdoor Recreation and Tourism programmes constitute 39 percent of Year 12 students, 27 percent of Year 13 students, and two of the three Year 14 students.

Career Information and Transition Assistance Provided to Students

The World of Work Programme Leader consults with each of the senior students at Tongariro High School to develop an Individual Education Plan (IEP). Plans are tailored for each student, and map out a pathway from school towards the career the student would like to pursue. The Programme Leader refers to these IEPs when planning work placements.

Through the process of developing an IEP, as part of the World of Work programme, students gain an understanding of where they are heading.

> . . . they become very aware of what areas they are going to be looking at. They get information outlining what unit standards are being looked at. (Programme Leader)

The Programme Leader also makes the students aware of other opportunities available to them, such as the First Aid course, the Kiwi Host course, and trips that may be beneficial to them. Students attend Career Expos held in Rotorua, and are generally exposed to a range of experiences that could assist their transition from school.

The World of Work programme initially focuses on helping the students find out what they would like to pursue after leaving school. The Programme Leader believes that, for students interested in entering the workforce, the work placements become more important in the second year of the programme, because their chances of moving into full-time positions increase. Students who would like to pursue further training after leaving school are advised on appropriate courses. They are encouraged to take full advantage of the opportunity to complete unit standards while still at school, to reduce the financial burden of a student loan. Throughout the Outdoor Recreation and Tourism programme, students are exposed to industries and opportunities by way of work experience.

Potential Outcomes for Students

Qualifications

The emphasis in the World for Work programme is on providing the students with a range of workplace experiences, as opposed to a single course of study. For this reason, the programme does not lead to a single qualification. Instead, by the end of the programme the students have completed a number of nationally recognised unit standards that form the basis of further study. Students do complete a couple of short block courses, for example the service and hospitality industry's Kiwi Host course. Students who do work experience in the school canteen also complete a Triple H Certificate in hospitality, which is a three-day course run in Taupo.

Unit standards are available in the following areas: First Aid, Farming, Hospitality, Driver's Education, English, Mathematics, and various specific work-related components.

World of Work students have the opportunity to complete the National Certificate in Employment Skills (NCES), which is offered by the Tongariro Consortium. The Careers Advisor reported that the World of Work programme involves a wider range of activities than is covered in the NCES. Students on the programme take a wide range of unit standards based on their own interests, which are not necessarily aligned with the NCES.

The Programme Leader noted that the programme encourages retention in other subject areas, as students begin to see the value in gaining some basic skills. Some of the students are sitting one or two Sixth Form Certificate subjects while taking part in the World of Work programme.

Students in the Outdoor Recreation and Tourism programme work towards the Tongariro High School and Hillary Outdoor Pursuits Centre Outdoor Recreation and Tourism Certificate. The certificate is equivalent to 60 credits, and includes Level 1 to Level 3 unit standards in the following areas: Tourism, Outdoor Recreation, Fitness, Te reo Māori me ōna tikanga, Hospitality, and Outdoor Clothing.

The Programme Leader reported that the certificate has credibility with local industries and providers because of the links with many outdoor recreation organisations. Furthermore, the unit standards in snowboarding and skiing which students complete with Ruapehu Alpine Lifts form part of a National Certificate in Snowsport, run by SFRITO.

Job Skills, Work Experience, and Job Prospects

Students receive references from workplace providers. The World of Work Programme Leader reported that a number of students who were on the programme last year have secured jobs as a direct result of their workplace experiences. The Outdoor Recreation and Tourism Programme Leader reported that work experience teaches students to "act professionally in a workplace environment and develop a strong work ethic". Outdoor Recreation and Tourism students also take up casual paid work opportunities outside school as a result of their involvement in the programme.

Workplace providers reported that the students receive specific training and experience in the areas they have chosen to pursue. In addition, they learn communication skills in the work environment. One workplace provider also felt that students are offered an opportunity to be involved in an industry that is relevant to them and to the environment they live in, such as the local ski-field industry.

> The students learn new skills that are relevant to them because they live near the mountain. They are encouraged into a career in this industry. (Workplace provider)

Personal Development and Attitude Changes

Attitudinal changes were observed in previous intakes of students. The World of Work Programme Leader was initially concerned about how responsive those students were going to be in a workplace environment where there were different sets of expectations. However, at the conclusion of the programme, the students reported that they had found the work experience to be valuable and were planning to use it as a springboard to further employment.

The World of Work Programme Leader believed that the students develop more maturity during the programme.

> . . . because there are responsibilities attached to what they are doing . . . There are expectations of their performance and they have to try and live up to those expectations. They have to be accountable.

The Outdoor Recreation and Tourism Programme Leader considered that setting manageable goals and developing better self-discipline are the main areas in which students develop as a result of the programme. The programme also helps to broaden their horizons.

> The programme is about showing them another part of the world, the bigger picture . . . [It] is very much a journey of self-discovery. (Programme Leader)

Both of the workplace providers we interviewed observed positive attitude changes in the programme graduates, and a positive impact on their future aspirations.

> . . . [it] makes the students realise that there are opportunities out there. (Workplace provider)

> They learn that it is not so hard to learn a new skill. The programme makes things achievable by supporting them while they are learning. (Workplace provider)

Destinations for Past Students

There is no formal or systematic collection of data on where the students have gone after the World of Work and Outdoor Recreation and Tourism programmes. The World of Work Programme Leader reported that, being in a small town, he gets informal feedback on the progress of most of the graduates.

The Outdoor Recreation and Tourism Programme Leader reported that all of the first year's graduates went into further training or work. Interestingly, these students did not necessarily pursue further training in the outdoor recreation and tourism area. Some students went into teacher training and the performing arts, one went on to an environmental studies course, and another entered a diving course.

Past and Current Challenges

Both the World of Work and Outdoor Recreation and Tourism programmes are based on unit standards. The principal observed that the staff have taken unit standards on "wholeheartedly", even though it has meant an increased workload. The principal reported that the school has had to work with the community to change the perception that unit standards are of less value than the more traditional academic programme, namely School Certificate or Sixth Form Certificate.

The school has provided resources to release the World of Work Programme Leader from some of his teaching responsibilities for two hours a week to enable him to run the World of Work programme. In addition, the timetable has been adjusted to ensure that the Programme Leader has a full day each week to oversee the work experience programme. The Programme Leader believes that a dedicated teaching position for the programme would ensure that it realises its full potential.

Timetabling has provided a challenge for the World of Work programme, where each student is on a different timetable although they all do core components together. Timetabling the students so that they are all available to attend a presentation or class together can be a problem.

Like other small rural schools, Tongariro High School is concerned about its ability to provide a full range of options for its students. To compound the difficulty, dwindling staff numbers have reduced the collective range of expertise. The continuing decline in student numbers may put the programmes in jeopardy.

During the first year of the Outdoor Recreation and Tourism programme, students were involved in off-site experiential learning every day of the week. The Programme Leader found that this became very physically demanding for students. This year, the off-site component of the programme has been reduced to three days.

Planned Improvements and Changes

The school principal felt that the World of Work programme was a success last year and has further improved under the new Programme Leader.

The Outdoor Recreation and Tourism Programme Leader reported that the programme is constantly evolving and changing. For example, this year there is an emphasis on ensuring a balance between academic and practical learning.

> The programme is also offering a broader range of learning areas so that students can chose a direction more suited to their interests, for example, hospitality units have been incorporated into the programme. (Programme Leader)

The World of Work Programme Leader thought that the introduction of the NCEA would have little impact on the students in his programme because most of them will probably prefer to stay with the current unit standards.

Success Factors

"Staircasing" into Work or Further Training Opportunities

The World of Work Programme Leader felt that the programme's success could be measured by the number of graduates who have gone on to full-time employment or further training. He has heard through community networks that a number of last year's graduates have been successful in gaining full-time employment, while others have gone on to polytechnic. The two programmes are based on unit standards that equip the students with practical work-related skills. Both of the workplace providers we interviewed have employed some of the programme graduates, either part time or full-time.

"Experiential Learning"

The World of Work Programme Leader reported that experiential learning has resulted in students developing a more positive attitude towards education. The principal noted that not many of the students had "tasted success" in their early years at high school. As the students progress successfully through a series of unit standards, they develop higher self-esteem and confidence.

Both of the Programme Leaders reported that students are attracted to the programmes because of the off-site learning component. Students are given responsibilities and treated like adults in the workplace, and they respond to this challenge.

The Outdoor Recreation and Tourism Programme Leader reported that his students take a "journey in self-discovery". While graduates did not necessarily remain in the industry, their involvement in the programme has acted as a catalyst for them to make decisions about their future. Graduates from the first year of the programme went on to a range of different employment and further training. The Programme Leader reported that the first year's graduates were a very diverse group, yet over the course of the year they all became very good friends and learnt to work together.

Staff Commitment

The success of the programmes has required a strong commitment from the Programme Leaders. Students in the World of Work programme receive more pastoral care than they would in the mainstream at school. For example, Turangi does not have a regular public transport service and the school does not have its own vehicle, so the transportation of students to workplace providers is dependent on the good will of the Programme Leaders and parents. The Programme Leader regularly transports students who do not have access to a vehicle.

The Programme Leader ensures that the students are suited to the work experience they are involved in; monitors their progress; regularly talks to the workplace providers; and deals with issues when they arise. He also uses his own personal networks in the local community to find work experience opportunities for the students.

Students' Perspectives

Introduction

Eighteen students (7 female and 11 male) were interviewed at Tongariro High School in February and May[14] 2002 to collect information on their attitudes to secondary school before they joined the World of Work or Outdoor Recreation and Tourism programmes. During the second visit in May, we interviewed the Outdoor Recreation and Tourism students, who at that time had been involved in the programme for nearly four months. Information was also collected on why they chose the particular programme they did, what they hoped to gain from it, and their career and transition decisions to date.

Eleven of the students are in the World of Work programme, and 7 are in the Outdoor Recreation and Tourism programme. All the students in the World of Work programme are in Year 12, except for one who is in Year 13. Three of the Outdoor Recreation and Tourism students are in Year 13 and two each are in Year 12 and Year 14. All but one of the students (17) identified as being Māori, and one as Māori/Pākehā.

Nearly all of the 11 students for whom school data was available had no or few previous qualifications. Two had passed one School Certificate subject and one had completed two Sixth Form Certificate subjects, but had received low grades. Unit standard data was not available for students.

In 2001, the 14 students for whom data was available were absent from school on average 18 percent of the time. Their rates of absenteeism varied from zero to 47 percent.[15] One student attended school for less than 71 percent of the last term in 2001.

Students' Views on Secondary School Before They Joined the Programmes

Students were asked about their attitudes to secondary school before they joined the programmes. Most expressed positive or neutral opinions, as shown in Table 14.

Table 14

Tongariro High School Students' Views on Secondary School Before 2002

	A lot	Quite a bit	A bit	Not much	Not much at all
Motivated by school	3	4	8	3	-
Liked school	5	5	3	5	-

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[14] During our initial visit to Tongariro High School in February we found out about the Outdoor Recreation and Tourism programme. Tongariro High School agreed to include this programme in the study. May was the earliest convenient time for the researcher and Tongariro High School to carry out fieldwork.

[15] This is based on data for 14 of the students involved in the study. Data for 12 of the students is based on the full year's attendance rates, and for two students it is based on their attendance rates for the fourth term only.

Students who were positive about school reported that friendships (4), learning and studying interesting subjects (3), or extra-curricular activities (2) were the main reasons.

> I just like school. School's cool. Just trying to get a really good education for my career and plus I get to see my mates.

Students who had negative attitudes towards school provided a range of reasons. For a few, their attitudes were related to what was being taught in the classroom: they either found the work boring (2) or too hard (2). Others said that they did not do the work (2) or did not get along with the teachers (2).

> . . . sometimes I think that I don't understand things in class because of the way they're explained to me in class and then I switch off and don't listen.

> Don't like the teachers 'cause they don't like listening 'cause I get sick of them nagging.

Most of the students (15) said that their attitude to school had changed since the third and fourth forms. The majority of those students (11) reported negative changes. Peer distractions (3) and the increasing difficulty of the work (2) were the main reasons given. A smaller number of students (6) reported that their feelings towards school had changed positively. The greater subject choice in the fifth form was the main reason given (3).

> In the third and fourth form I didn't come to school—only once a week. [My attitude changed because] we got to choose what we wanted to do.

Students' Overall Likes and Dislikes About Secondary School

The most frequently reported things that students liked about secondary school were their friends (7), extra-curricular activities (5), sports (5), learning and getting qualifications (4), and particular subjects (3). All of the students reported that they liked some aspect of their school life.

The things students disliked about school included particular teachers (6) and detentions or discipline (3). A few students (4) said there was nothing they disliked about school.

Students' Views on Their Achievement and Learning at Secondary School

We asked the students to rate how well they had done at secondary school up to the end of 2001. Students tended to rate themselves in the middle of the five-point scale, as having done either "quite well" (4) or "well" (9). None of the students chose the extremes of the scale, that is, "very well" or "not at all well". When we asked about their reasons for this rating, some of the students (6) who said they had done "quite well" said it was because their reports were positive, or they had passed examinations and gained qualifications. The students who thought they had done "not very well" (7) said it was because they did not try hard enough or pay attention in class.

> Because I've got some qualifications, but not as much as I'd really like.

> Not as well as I would like. You have good intentions but it is hard to actually do it.

> Didn't do much last year . . . learnt how to play cards. Only worked when we wanted to.

We asked the students to name some of the most useful things they had done or learnt at secondary school. Students found this question difficult to answer, and six could not name anything. Some of the students (7) said being involved in sport, music, or cultural groups. A few students (4) said learning in general, or learning about life and work.

> My Māori. Just learning.

Students' Views on Being Prepared for Life After School

We asked the students to rate how well secondary school had prepared them for life outside school up until the end of 2001. Over half the students (11) thought that school had prepared them either "quite well" or "well" for life outside school.

> They've been very informative about the future, planning and opportunities and about things that you can do after school.

Approximately one-third of the students (7) thought that school had prepared them "not very well" or "not at all well" for life outside school.

> Because I don't pay enough attention in class and I forget about what the teachers said because I thought it wasn't important.

Things That Could Help Students do Better at School

When we asked the students if there was anything at school or at home that could have helped them do better at school, over half of them (11) reported that there was nothing.

A few students (3) named things at school that could have helped them to achieve better, such as more discipline being maintained in the classroom. Two students felt that the students themselves needed to be more self-motivated and disciplined. Another student said that if he had access to a computer and the Internet at home he could have done better.

Students' Views on the Programmes and Why They Decided to Join

How Students Found Out About the Programmes

Over half the students (11) reported finding out about their current programme in 2001. Ten initially found out about the programmes from a staff member at school. Students also found out about the programmes from family (4) and friends (4).

Most of the students (14) said they received information or advice about joining the programmes. Students tended to get more specific information about the programmes from school staff (9). Friends (4) and family (3) offered both general advice and specific information about the programmes.

Ten of the students said they did not receive information about other options available to senior students, and eight said they did. The main source of this information was other teachers (4) and Programme Leaders (2).

Students' Knowledge About the World Of Work or Outdoor Recreation and Tourism Programmes

Most of the students (15) thought that the two programmes were different in some way from other courses offered at the school. The two main differences they identified were that the programmes involved off-site learning or a non-school provider (9), and that the programmes had a workplace experience component (6).

> Everything is different, the surroundings, the people.

Most of the students thought that the main purpose of the two programmes was to help students to get qualifications (7) or to give them a range of experiences in a job or different jobs (7).

Why Students Joined the World Of Work and Outdoor Recreation and Tourism Programmes, and What They Would Have Done Otherwise

The main reasons that students gave for joining the two programmes were that they were interested in the subject area (8); they did not like the mainstream programme (8); they liked the workplace experience and off-site provider components (5); or they thought the programmes could lead to a job (4).

> . . . wanted to see what jobs I could do. Get some experience.

> . . . looked like it was fun, interesting, outdoors stuff, all practical stuff.

Over half the students (12) said they would have stayed at school if they had not joined one of the programmes. A few students (3) said they would have got a job, and the others said they would have gone into tertiary education (1) or left school without a job (1), and one was not sure.

What Students Wanted to Gain From Their Time in the Programmes

The things that students most wanted to gain from being in the programmes were some type of qualification (14) or some job-related skills (10).

> Skills in the ski-field business and café work.

> Certificate at the end of the year that I passed the course.

Some students (6) named specific unit standards they wanted to attain. Others simply wanted to pass whatever they could (5); to experience a range of jobs (7); or to get a job, references and/or an apprenticeship (5).

Students' Initial Response to the World of Work and Outdoor Recreation and Tourism Programmes

A number of students made positive comments about their initial experiences of the programme.

> It's made it easier for me to know now what to do to get a job.

> It's good . . . I recommend it to anyone that hasn't got good grades.

Most of the students (13) had no concerns about joining the programme or did not think there was anything that would stop them from completing it.

Students' Career Plans and Access to Information

Many of the students (12) saw the programme as leading to a job. Nearly all of these students (11) thought that the job would be related to their course of study. Over half the students (11) said that they would look for a permanent job when they finished the programme, and a few (4) said that they would go on to tertiary education.

Over half the students (12) considered that the programmes would lead on to further training. However, only two could name a particular course of study. Most of the students (15) said they would like to get more educational qualifications in the future. Of these students, five were going to take a training course that was related to their current course of study.

Most of the students (14) had some idea of the type of job or career they would like to pursue. Five students said that the job or career they wanted was related to their current course of study. Some of the students (7) had received information or advice about their future career, and this mostly consisted of general information from a family member.

Seven students identified potential barriers that could affect their ability to get as much education as they would like. The most common were their own attitude and motivation (3) and financial problems (2).

Summary

Tongariro High School offers two alternative non-Bursary programmes for its senior students—the World of Work and the Outdoor Recreation and Tourism programmes. The Board of Trustees and management initiated this move to experiential learning to better meet the needs of its clientele, and to provide students with the opportunity to complete qualifications. Participation in the two programmes has improved students' attitudes to learning and widened their horizons beyond the boundaries of Turangi township. A number of students have been offered work as a direct consequence of their involvement in the programmes. Other graduates of the programmes have gone on to tertiary training.

Differences between the mainstream programmes and the World of Work and Outdoor Recreation and Tourism programmes did not go unnoticed by most of the students. The key differences they cited were off-site learning and a workplace experience component. Students were generally excited by the range of options and opportunities these programmes offered. The programmes were generally aligned to their future career and training aspirations.

THE INSTITUTE OF STUDIES AT WESTERN HEIGHTS HIGH SCHOOL

Introduction and Background

This case study describes the two-year, full-time Institute of Studies programme at Western Heights High School, with a focus on the Hairdressing, Maritime Skills, and Outdoor Adventures programmes. The information contained in this case study is drawn from interviews conducted with the Institute Director, two programme teachers, three external providers, and 16 students who had just started in the Institute, as well as informal discussions with the deputy principal, and statistics and information about the programme from school documents.

The Characteristics of the School

Western Heights High School is a co-educational, decile 2 school located in a suburb of Rotorua. It is the largest secondary school in Rotorua and has a growing roll, as shown by Table 15.

Table 15

Western Heights High School Roll Size

	Student Year Level						
Year	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14/15	Total
1999 (June)	272	256	233	184	114	27	1086
2000 (June)	273	267	228	180	110	32	1090
2001 (March)	265	280	262	191	120	11	1129
2002 (June)	349	286	267	211	129	15	1257

In 2002 the school roll was 54 percent Māori, 38 percent Pākehā, 4 percent Pacific Nation, 3 percent Asian, and 1 percent students of other ethnicities.

The main contributing school is Kaitao Intermediate (decile 2), although each year a number of students arrive from approximately 20 other schools covering a range of deciles. Unemployment is high in the local area, and many of the students' caregivers are unemployed.

Western Heights High School has strong whānau involvement. Approximately 30 percent of the academic staff are Māori. Most of these staff members are ex-pupils and have relatives among the students. Most of the Māori students are Ngati Rangiwewehi or Ngati Whakaue (two local iwi). Each year the school receives financial support from Ngati Rangiwewehi.

In the past, Western Heights High School has experienced problems with absenteeism, but has developed initiatives in this area. As well as the Institute of Studies, the school runs a programme called Te Ruinga Pai to cater for younger students (up to Year 11) who are at risk of leaving school early. This programme emphasises literacy and is supported by a grant from the local iwi. The students complete similar activities to the mainstream programme and can opt in and out of the mainstream or stay in Te Ruinga Pai. These students spend more time with the same class group than mainstream students do. Many of these students go into the Institute of Studies when they get to Year 12.

The Institute of Studies Programme

Content and Organisation

The Institute of Studies programme is a two-year, full-time course for Year 12 and 13 students, although occasionally students from lower year levels have been included in the programme. About 20 percent of the students in Years 12-15 are in the Institute. Table 16 shows the roll size of the Institute since its inception.

Table 16

Western Heights High School Institute of Studies Roll Size

	Year			
	1999	2000	2001	2002
All modules (both 1st and 2nd year)	61	69	72	69

All students in the Institute take the core component of the programme, which is provided by teachers at Western Heights High School. The core component consists of:

- Communication English;
- Keyboarding (and computing as an extension);
- Work and Study Skills;
- Mathematics;
- Health and Safety;
- Legal Studies;
- PE (optional).

In addition, students take four optional Institute of Studies modules in their first year and four in their second. Each module runs for six months, and in most of the modules, students spend one day a week at an off-site provider. Students can choose from:

- Automotive Engineering;
- Beauty Care;
- Building Construction;
- Commercial Cookery;
- Childcare;
- Fashion and Design;
- Forestry;
- Hairdressing;
- Horticulture;
- Maritime Skills;
- Motorbody Trades;

- Outdoor Adventures;
- Restaurant Service;
- Retail and Wholesale;
- Scuba Diving;
- Farming (currently the school is looking for a new provider).

In some subject areas, such as Hairdressing or Motorbody Trades, students interested in further study are able to do a full-year or 18-month course in that area.

Although the Institute programme is full-time, students have the option of doing mainstream classes. (They are, however, advised to do only one non-Institute subject.) In 2002, a small number of students are studying NCEA art and woodwork, and Bursary Māori. Students have to catch up the time they miss in mainstream classes. The teachers we interviewed suggested that this could be difficult for students, and that some subjects, such as art, are better suited to this system as students can catch up in blocks.

The Institute is mostly funded through the school's Operations Grant, but STAR and local iwi funding is also used. The school has been attempting to draw on other sources of funding, such as Gateway. Initially the Institute was also funded through the Ministry of Education's "At Risk" Students Innovations Funding Pool.

History and Development of the Programme

The Institute programme in its current form started in 1999. The initial idea came from the principal at the time, who saw the need for a programme that

> . . . gave students who weren't interested in doing an academic course, or going on to university, a reason to stay at school, and a chance to get some qualifications. (Institute Director)

The general outline and content of a number of vocationally based core and optional modules were devised by the Institute Director, the school principal, and the school's careers and transition staff. The new Institute modules extended and focused existing STAR courses in Tourism, Carpentry, Automotive, and Forestry, a Sports Academy, and an Outdoor Education course. These existing courses already linked the school with a number of external providers, although some new relationships were developed.

The core unit standards, and some of the content of the optional units, were based on the core content of the National Certificate in Employment Skills (NCES). The optional modules, such as Maritime Skills, were selected for a variety of reasons, mostly related to student interest in similar STAR courses or opportunities for employment or tertiary study that the modules could lead students towards. Other factors in the selection included the school's ability to find new providers, and the capabilities and interests of existing staff. The content and format of the optional modules were then discussed and negotiated with the external providers.

For the purposes of this research, we closely examined three of the programmes offered by the Institute: Outdoor Adventures, Hairdressing, and Maritime Skills.

The Outdoor Adventures module was originally developed as a "carrot to keep kids at school" (Institute Director). Students do a range of unit standards developed by the Sports, Fitness, and Recreation Industry Training Organisation (SFRITO). These cover first aid, navigating, tramping expeditions in the snow, bouldering, abseiling, rope skills, kayaking and canoeing, and group and personal skills. The course has a focus on team-building, developing leadership skills, self-confidence, and self-esteem, and understanding the outdoor environment from a Māori perspective. Depending on the ability of the group, extra unit standards are added to the programme in areas such as crossing rivers or rope skills for mountaineering. The practical components of the course are taught and assessed by an external provider, on one day a week. The Institute teacher also attends these sessions.

Students who take the Hairdressing module spend one day a week in a local hair and beauty college doing a package of unit standards developed by the college. Students complete core unit standards in shampooing, styling hair, and providing client service, and can also complete other unit standards depending on their capability. Students study the theoretical components of the course in the morning, and do the practical components in the afternoon in a classroom that is "set up like a shop" (Hairdressing provider).

Students who take the Maritime Skills module spend one day a week with an external provider completing the practical and theoretical work for a Day Skipper's Certificate and a VHF Radio Telegraph Operator's Licence. The provider uses a programme developed by Coastguard Boating Education Services, which he has "tweaked" to suit local requirements. Students also complete unit standard 6915: "Maintain personal boating safety in recreational craft by day in sight of land". Students work through a manual with the provider, who has also supplied the school with the Day Skipper's syllabus on a CD-ROM for students to refer to.

In addition to teaching the subject content of the courses, teachers focus on helping students to develop their social and personal skills and self-confidence. The Maritime Skills and Hairdressing teachers and providers work with students to develop work-related attitudes and habits. The Maritime Skills provider also attempts to foster concepts of community in his students. The Outdoor Adventures teacher and provider focus on developing teamwork and leadership skills.

Philosophy of the Institute Programme

Underlying the Institute programme is a desire to provide alternatives for students who are not succeeding in the mainstream system, in an effort to stop them dropping out of school. The aim is to help students gain more qualifications by providing courses that are relevant (in that they relate to the students' career interests), practical, and achievable. The school staff reported that before the Institute was developed, many students left school with no qualifications.

Each individual programme has its own philosophical base. The Outdoor Adventures and Maritime Skills providers noted that underpinning their courses are philosophies common to other outdoor education and youth-based programmes. For example, the Outdoor Adventures programme acknowledges that people have different strengths, and focuses on "respect, caring, and sharing within a group" and "thinking before you act, and how your actions affect other people". The Maritime Skills provider engages students in fun activities which help them to develop transferable skills in areas such as planning, keeping safe, and taking responsibility for their actions. The Hairdressing programme is designed to give students "a taste of the real world" (Hairdressing provider).

Providers, Work Experience, and Links With Other Organisations

Teachers

Five teachers at Western Heights High School provide the in-school components of the core and optional programmes. Some of these teachers are in the Institute full-time; others also teach mainstream classes or have other roles. As well as being trained teachers, the school staff providing the modules have a range of previous experience, qualifications, and interests related to the modules they teach. Their backgrounds are in careers and transition, PE, home economics, panel-beating, and English and law.

All of the teachers have more than one role within the Institute programme. The Institute Director co-ordinates the programme; is the main school supervisor for the Outdoor Adventures module; and teaches some of the Work and Study Skills course, the Mathematics course, and an optional PE class. He also supervises the theory classes for the Horticulture, Forestry, and Scuba Diving modules. In order to supervise the Forestry course, the Institute Director trained to become a qualified logger.

The careers teacher does the administration for the programme, supervises site visits for the Retail and Wholesale and Hairdressing programmes, and supervises the theory components of the Childcare and Retail and Wholesale modules. The other three teachers all oversee at least one of the optional modules and teach part or all of at least one of the core courses. The teachers assess students against a range of Level 1 unit standards.

Providers

The practical components of the optional modules, and in some cases some of the theory components, are mostly provided off-site by a range of tertiary trainers and employers. Students go to each external provider for one day a week, and in some cases for block courses.

The school has a strong formal relationship with the Waiariki Institute of Technology, which delivers the Restaurant Service, Fashion and Design, and Forestry programmes as well as units for other modules. The Outdoor Adventures programme is provided by a local iwi trust; the Maritime Skills programme is delivered by a Coastguard tutor, who also runs the Building Construction module using Unitec resources; and the Scuba Diving and Hairdressing and Beauty Care modules are provided by local PTEs. The Automotive Engineering and Motorbody Trades programmes are provided by a school teacher with industry experience. Students in these modules also complete unit standards from the Waiariki Institute of Technology and Manukau Polytechnic.

For the practical components of the Childcare, Retail and Wholesale, and Horticulture modules, students are placed individually with organisations, and do Open Polytechnic units as the theory components.

The three providers we interviewed noted that the courses they offer the school have a similar content to the courses they run for adult students. There are, however, some differences in the way the courses are run. The Maritime Skills and Outdoor Adventures providers said they had more time, and therefore more flexibility, than they usually did to cover the same content. This was not the case for the Hairdressing course, where the provider had cut down the course content from the full-time programme she usually provides.

The Maritime Skills provider reported that, because of the increased time available on the school courses, and the smaller ratio of students to tutors, he has more opportunity to interact with individual students and develop relationships with them. The Hairdressing provider also commented on the level of one-to-one interaction that is possible with a smaller class group.

The providers also noted that, although the content is the same, they alter their method of delivery in an effort to make the courses more "fun" and to provide more support for the students, who often lack previous experience in these areas. The three providers attempt to integrate the activities associated with each unit standard so that students can learn by participating in real-life scenarios rather than by studying single unit standards one after the other. The Maritime Skills provider spends more time helping students with complex work such as reading charts, and has changed the way he assesses the course. With other courses, he does all the practical components, then does a practical and written assessment at the end. For the school course he completes the practical assessments "when the weather is good", rather than leaving everything to the end. He suggested that these changes help to optimise the students' chances of completing the assessments successfully.

As part of the courses they run, the Outdoor Adventures and Maritime Skills providers occasionally link students with other related organisations. The Outdoor Adventures provider takes students to an outdoor education centre to use their facilities, and the Maritime Skills provider takes students to the port at Tauranga.

The fact that substantial components of the modules are provided by external organisations gives the teachers more time to address pastoral concerns and administration. One teacher spends a lot of time "walking up driveways" to get students out of bed in the morning and deliver them to the external providers to do their course. When students are off-site, there is usually a teacher available to assist the provider and encourage the students. As teachers are responsible for student discipline, they also act as mediators between students and providers if either party is experiencing difficulties. Each teacher has ongoing informal discussions with the providers about the modules. At the end of the year, the providers carry out an assessment of the modules and suggest changes or improvements.

Qualifications and Assessment

The Institute programme is designed so that all courses are related to qualifications.

> Everything we do, we try to get some piece of paper out of it. (Institute Director)

Students who stay in the programme for two years are able to gain the NCES. In practice, however, the majority of students do not get the full qualification, mostly because many of them leave in the second year as they find employment. The school is accredited to assess Level 1 unit standards. The core unit standards in English and Mathematics are moderated externally. Students may gain unit standards at Levels 2 to 4 from their off-site experiences.

Depending on which optional modules they are taking, students are also able to gain part of a national certificate, and in some cases other complete qualifications. For example, students in the Hairdressing module gain some unit standards towards three national certificates: Hairdressing/Salon Support, Retail, and Cosmetology. In the Outdoor Adventures module, students gain units towards the National Certificate in Outdoor Adventure or a qualification as an assistant instructor or instructor. Students doing the Maritime Skills module gain their complete Day Skipper's Certificate, their VHF Radio Telegraph Operator's Licence, and 20 hours of sea time. In 2001, approximately 90 percent of the Maritime Skills students gained both of these qualifications, which are assessed in an end-of-course test by an external examiner. For most of the core and optional courses, students complete workbooks. If students do not gain a qualification on their first attempt, usually they are able to re-sit the assessment.

Students

Students in the Institute

The Institute has no entry criteria other than students having to be in Year 12 or 13, although occasionally Year 10 or 11 students are permitted to join. Occasionally students who are chronic truants or have behavioural difficulties are referred from the mainstream programme halfway through the year, although the Institute Director noted that this has not been particularly successful in the past. He preferred students to start at the beginning of the year, as this gives them the opportunity for a "fresh start".

The external providers have no entry criteria for courses, other than that the students must be physically able to do the activities. Some of the unit standards have a requirement that students are aged 16 or over.

The Institute targets students who are likely to leave school with low or no qualifications. A number of the students enter the Institute from Te Ruinga Pai—the school's programme for "at risk" students in Years 9 to 11. School staff reported that the Institute tends to attract low-achieving students from a low socio-economic background, especially Māori males. The Institute also attracts a small group of higher achievers who want to take a year out from the academic programme.

Providers saw a range of students on their courses, including some who "come along because they can't get the dole", some who have an interest in the subject area, and some who have to find an Institute option to do.

Course Information and Transition Assistance Provided to Students

Course Information

Every year, current Institute students and teachers run an Expo at the school to tell prospective students about the programmes. At the Expo, students are given a number of pamphlets on individual modules, and a curriculum booklet which provides in-depth coverage of the core and optional course-related unit standards and qualifications they can gain as part of the programme.

Transition Assistance

The Institute courses are designed to give students experiences in a range of areas to help them develop their career plans and interests. One of the core NCES modules, Work and Study Skills, requires students to identify careers they are interested in and collect information on them. As part of the module, students also develop a five-year career plan. Institute teachers have frequent informal discussions with the students about their future, and try to match the students' interests with further training or employment.

The Maritime Skills teacher stressed the importance of the courses giving students "a sense of the possibilities" and helping them to have "viable options to go to" when they leave school. At the end of the course, the teachers survey the students to ensure that they have a destination in mind. Most students leave the Institute to go into a job, although one or two students have stayed at school and finished the academic programme.

The amount of transition assistance given to students by the external providers varies according to how vocationally based the course is. The Outdoor Adventures and Maritime Skills providers indicated that discussing the students' options and opportunities for further training is the school's role, although they talk about career options with the students on an informal basis. The Hairdressing provider, on the other hand, gives students a substantial amount of transition assistance. When students start the Hairdressing course, they are given a skills assessment and a questionnaire about their career plans. The provider uses this information to help students to take the next step after school, by finding out about tertiary courses, helping students apply for polytechnic courses, providing references, and telling students about job opportunities. After they finish school, students are able to continue studying at the hairdressing college on Youth Training or Training Opportunities courses funded by Skill New Zealand. A number of former students have taken this option.

Potential Outcomes for Students

Skills, Work Experience, and Career Goals

Although an important outcome of the Institute is the work-related qualifications that students gain, the Institute Director and teachers considered that the most important outcomes for students are the sense of direction, wider horizons, work experience, work-related skills, and job prospects that the courses give them.

> I think the biggest thing they get is job prospects. They are used to being out in the workplace. (Institute Director)

The Hairdressing provider noted that her course is

> a great stepping stone for these kids . . .   . . . a lot of high school girls think that hairdressing is the be all and end all of life. It is good for them to get a taste of it before they get a student loan.

Being in the workplace or in a tertiary training situation gives students an idea of what that environment is like and enables them to develop work- or study-related skills. The Institute teachers and providers reinforce the need for students to exhibit work-related behaviours such as punctuality and reliability. The Hairdressing teacher and provider emphasise personal presentation and customer service skills, and the Institute Director stresses the realities of the workforce.

> We just tell them . . . "If it was a job you'd get the sack." It gives them an appreciation of the realities of life. (Institute Director)

The courses improve the students' job prospects in a number of ways. Some students get part-time jobs as a result of their off-site training, and these can lead to full-time work when they leave school. Other students can gain entry more easily into competitive polytechnic courses. The Maritime Skills teacher considered that an important outcome for students is that they have "the first step after school sorted out" before they leave the Institute.

The Maritime Skills provider commented that students "established a work ethic" and could leave the programme with "sufficient knowledge to take to an employer to work as a deckhand". The Outdoor Adventures provider suggested that students learn transferable teamwork skills that could help them at school and in the workforce. The providers also commented that students often "came from restricted backgrounds and outlooks", so they tried to give them new interests and new experiences to challenge them.

Personal Development and Attitude Changes

The course teachers and providers reported that personal development and attitudinal changes are vital outcomes of the Institute programme. Teachers observe students maturing and developing leadership and teamwork skills as a result of being in the Institute and of being off-site in the "adult" world. Teachers and providers watch students' self-esteem improve as they gain qualifications in areas they are interested in. Students who have not previously succeeded at school can also gain self-esteem from doing tertiary-level courses.

> . . . the rest of the school gives them a bit of ribbing; they used to be a bit ashamed in the first few years, but now the kids realise not to take any rubbish from them [the mainstream students] because they [the Institute students] are doing first-year polytech courses, whereas most of them [the mainstream students] are still doing school work. (Institute Director)

The three providers we interviewed thought the most important outcome for students was the increase in self-confidence that comes from either having successes and gaining unit standards or from overcoming challenges.

Some of the Institute modules are more focused on personal development than others. The Outdoor Adventures module is similar to a corporate team-building programme, and includes activities that encourage students to change unproductive attitudes and to become more motivated and self-directed. The Maritime Skills teacher emphasises outcomes such as improved self-confidence and self-motivation, assertiveness, conflict resolution, and teamwork skills. He also encourages students to see the value of commitment and personal responsibility, and stresses the need

> . . . to see that sometimes you have to do boring things to get where you want.

He also emphasises the need to do a "good job":

> . . . what you are doing will be useful sooner or later . . . . . . so it is worthwhile doing it well.

The Outdoor Adventures and Maritime Skills providers described the way students' self-awareness increases and how they develop the ability to deal with challenges. The Outdoor Adventures provider observed how students develop a "respect for the environment and other people in the group". The Maritime Skills provider described the positive attitude changes he observes in students, and how they develop a "sense of their future" and a sense of belonging to society or to a group. The Hairdressing provider reported that, by doing a course they are interested in, students develop the "motivation to continue on in whatever they choose".

Retention

Another important outcome of the Institute programme is an increase in the retention of students from Year 11 to Years 12 and 13. The Institute Director noted that, since the inception of the Institute, Year 12 and 13 students are less likely to drop out of school with no job or training course to go to. The providers described how the personal skills and work ethic that students develop through the programme help them to function better in the school environment. The Hairdressing provider observed that in the past, a number of young people had come into her establishment with a Ministry of Education Certificate of Exemption from Formal Schooling. This did not happen any more. She believed that programmes such as the Institute had an important function, in that they enable students to "try out what they think they want to be without leaving school".

Destinations of Past Graduates

Data on student destinations (see Table 17) shows that approximately 90 percent of former Institute students have gone on to further training or the workforce, or stayed at school.

Table 17
Western Heights High School Institute of Studies
Total Student Destinations (for 1st and 2nd Year Students)

	Destinations				
	Employment %	Further training %	Returned to school %	Unemployed/job seeking/ unknown %	Total %
1999 (N=61)	34	23	33	10	100
2000 (N=69)	52	17	25	6	100
2001 (N=72)	31	28	31	11	101

Some of the optional Institute modules have more direct links to further study or employment than others. For example, the Outdoor Adventures programme usually led only a few students to further study in the tourism area at polytechnic. Students are more likely to find employment related to courses such as Restaurant Service or Scuba Diving. But because students can cover eight optional subject areas if they stay in the Institute for two years, it is likely that one of these areas will lead to further opportunities.

Many of the students' destinations are directly related to the Institute modules. In 2001, students continued on to a range of tertiary courses at polytechnics and PTEs or to apprenticeships, for example in hairdressing, welding, diving, forestry, or building. A number of the 2001 graduates went on to jobs in areas related to Institute modules, such as farming, hotel and restaurant work, and fishing.

Past and Current Challenges

On the whole, the Institute Director, teachers, and providers are very pleased with the way the programme is running and the outcomes for students. However, the Institute Director noted that the school experienced some initial difficulties in getting the programmes up and running. One of the main challenges was finding providers. Occasionally providers had to be replaced, in some cases because they were not performing, and in others because they raised their fees. The Institute Director noted that it could be difficult to find a provider who was willing to work one day a week.

Another challenge was turning around a culture of absenteeism. Extra resources were put into the Careers and Transition Department to "chase up" students who were not turning up to courses. The programme teachers also put extra effort into ensuring that students got to courses run by external providers.

The Outdoor Adventures provider observed that integrating unit standards into one programme to make them more enjoyable for students has been a challenge for staff. The providers reported making ongoing minor changes to their own programmes. Both the Outdoor Adventures and Maritime Skills providers alter their courses to suit the current group of students, as well as making general modifications following discussions with school staff.

Finding continuing sources of funding is an ongoing challenge for the school. A number of avenues have been explored in an effort to reduce costs. For example, an attempt was made to get other schools in the area to work together to provide courses, but this was not successful. Currently, Western Heights High School is hoping to become part of Gateway.

The main ongoing difficulty for teachers is the suitability of some of the core unit standards in the NCES and its perceived lack of flexibility. Teachers reported that many of the core mathematics standards are too easy for the students, whereas some of the English units are too hard. Capable students work through the core standards quickly, and teachers have developed additional content and added extra unit standards to provide them with further challenges. An extra computer course and extension mathematics units were added to the programme. The Institute Director considered that the units were better matched when the NCES was first developed, but since then they have been changed. Staff at Western Heights High School had attempted to lobby to get some of the unit standards altered, but found this difficult to do. In some cases, students do not gain the NCES because they fail one or two English units.

Another concern raised by the Institute Director is the fact that the Institute can sometimes be a "dumping ground" for students with behavioural problems. He has had to negotiate with school deans who try to get chronic truants into the Institute half-way through the year in a final attempt to keep them at school.

Other concerns mentioned by teachers include:

- There is a lack of interaction and integration between the students in the mainstream academic programme and students in the Institute.
- Students sometimes find themselves repeating unit standards at polytechnic which they have already done at school. Better systems are needed to ensure that this does not happen.
- High enrolments in the Institute mean that some latecomers are put into optional courses they are not interested in.
- The number of programmes has decreased over time because of funding issues.
- Sometimes teachers have to work with providers to ensure that they understand the needs of the age group they are teaching, as some providers are more familiar with the needs of adult students.

Concerns Mentioned by External Providers

The Maritime Skills provider noted that he delivers more than the requirements of the unit standards, and that he would like to adjust the course so that students received credit for extra activities. He also reported that some students are not getting a record of learning from NZQA as they did not pay the $25 fee.

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The Outdoor Adventures provider felt that the group on his course is too large (20 students). He would like to make it smaller to give him more idea of the progress of individual students. He also mentioned the students' lack of basic equipment, which limits what he can do. For example, some students will "turn up in jandals for a tramp". He is slowly collecting spare equipment, and suggested that the school could do so too.

The Hairdressing provider reported that having Year 11 students on the course (as had occasionally happened in the past) was not successful.

Planned Improvements and Changes

A number of possible changes are planned for the Institute. Teachers are continuing to develop the package of optional unit standards available to match students' capabilities. Teachers would like to develop their own content rather than relying on content from other providers, but this takes time. Currently they are "padding out" the unit standards they find problematic. The Institute Director is planning to add NCEA mathematics and English units to the core programme, as some students find some of the current NCES unit standards "boring". He sees the potential to use the NCEA units as extensions for students. The other teachers do not think that the NCEA will have much, if any, impact on the current programmes.

The Institute Director would like to reinstate the popular Farming module, but is having difficulty finding a suitable provider. He is also attempting to join the Gateway programme in an effort to extend the Institute.

The Maritime Skills provider would like to change the current course to enable students to gain a commercial Boatmaster qualification, which would give them more opportunities to gain work-related skills than the current recreational qualification. This would require substantially more commitment from the school in terms of funding and time. The Outdoor Adventures provider would also like to extend his course, spend more time at the school working with teachers, and have more resources located at the school for students to use, such as a video on hypothermia. The Hairdressing provider would also like to provide a longer course for students with a special interest in the subject.

Success Factors

Teachers are very clear about the benefits of the Institute for students. One teacher said it would be "catastrophic" for the school and for the students if the Institute were discontinued. The teachers suggested that the essential components of the Institute programme that contribute to its success are as follows:

- the leadership and teaching style of the course teachers;
- the relationships that develop between students and teachers;
- the fact that students are interested in the course content, which keeps them at school;
- the fact that completing courses and gaining qualifications improves the self-esteem and self-confidence of students;
- the links with external providers;

- the organisation and structure of the programme, which enables students to try out a wide range of areas of interest.

The Personality and Skills of the Teachers and Off-site Tutors

The staff we interviewed at Western Heights High School identified the strong leadership skills of the Institute teachers as perhaps the most essential factor in the programme's success. The teachers were seen to have a mix of firmness, humour, and a personal interest in the students' welfare and future progress. It was suggested that the external providers also need to have these qualities. In addition, Institute teachers need a range of skills and, in some cases, qualifications. They must be able to liaise with providers to ensure the smooth functioning of the course and to sort out any behavioural problems. Teachers who provide courses in-house need to have related qualifications, for example in trades or forestry.

School staff and providers commented on the essential extra work that teachers put in to ensure that attendance rates at the off-site courses are high. The Maritime Skills provider noted that the teacher

> . . . makes sure all the kids are there and if they're not—he chases them up. I don't know if this would happen in the mainstream . . . . . . He knows about the students' home situation; if there is something wrong at home, we need to know about it.

Teachers and providers commented that the off-site providers must also have the ability to relate to young people. The Outdoor Adventures provider noted that tutors needed to have a "shifting personality".

> Sometimes you need to be one of the boys, sometimes you have to say "jump" . . . . . . You've got to have respect from the students, but also set it up so that they are not afraid to ask you questions.

Relationships

The Institute structure, which requires students to stay together in class groups for most of the time, creates an environment that is more focused on the "whole person" and more whānau-based than the mainstream programme. As teachers are freed from some classroom responsibilities when students go off-site, they have more time to carry out pastoral duties and follow up individual students.

The Maritime Skills and Hairdressing providers reported that small class sizes and the one-on-one attention they are able to give students contribute to the programme's success. Some providers and teachers mentioned the importance of providing role models for students. Teachers commented that they treat the students more like adults, and therefore they "respond like adults"; for example, students come to school in mufti. The Institute Director described the way the teachers' approach towards students in the Institute differed from that in the mainstream.

> We try to loosen the reins a bit, and we try to treat them a bit more as adults, even compared to, say, the other seniors. They are out working with other adults in the field (who aren't trained teachers) and it works. We are trying to teach them to be more adult. The kids say we aren't as strict . . . . . . I say we can be, but we are trying to treat you as adults, and they come around.

Course Content and the Link to Self-esteem

The fact that all components of the Institute programme lead to qualifications is seen as one of its main strengths. The teachers commented that the courses develop the students' skills in areas that are new and interesting to them, and in ways that they find achievable. The Maritime Skills teacher reported that students develop "feelings of competence in new areas".

The content of the unit standards and other qualifications that students can gain is more practical than in the mainstream programme. It is also perceived as more "relevant" by students, who can see that the content is designed around situations or problems they might experience in the workplace.

The teachers considered that the most important outcome of the programme is the confidence that students gain from doing the courses, having successes, and getting qualifications, and the broader horizons they have on leaving the Institute. The providers also emphasised the importance of students experiencing academic success.

Another important success factor mentioned by both teachers and providers is the enjoyment that students get from the course content and activities. As the Maritime Skills provider suggested, the success of the programme is indicated by

> . . . the fact that we have fun and we've always got kids lined up to do it [the Maritime Skills course].

Partnerships: Links With Providers and Off-site Experiences

The off-site links are another vital ingredient in the success of the Institute programme. The large amount of time that students spend out of school provides them with an introduction and stepping stones to employment or tertiary education, and a taste of the "real world". Teachers and providers observed that students become acclimatised to and enjoy these new environments. The qualifications they gain lead to other courses, which students are "introduced" to at little cost to themselves.

The Institute Director commented that it is important that off-site courses are provided by people with industry experience and credibility who are good at relating to students. Working with off-site providers is seen to have a number of benefits for students. The teachers felt that working with someone who is "not a teacher" helps students to develop adult relationships, and that students enjoy wearing mufti and being out of school.

The providers all reported that support from the school and an ongoing working relationship with the school staff are essential to the functioning of their programme. As one provider said, the teacher "is my teacher aide!" Another provider said he relies on the teacher to tell him how to deal with any difficult situations that arise. The Hairdressing provider felt it was necessary to have "someone there to back you up and encourage the students".

Organisation and Structure

Classes in the Institute are smaller than in the mainstream. The size of each class depends on the number of students interested in the module and the safety requirements of the module; for example, the maximum size for Maritime Skills is 10, for Outdoor Adventures, 20, and for Hairdressing, 10–5. These smaller class sizes make it easier for teachers to develop relationships with students.

Another essential ingredient of the Institute programme is the opportunity for students to try out up to eight optional areas. This gives students an idea of a range of career possibilities, so they can make career decisions based on personal experience. This enables students to do "fun" modules such as Outdoor Adventures, which keep them at school and motivate them, as well as modules that are more likely to lead to employment, such as Hairdressing, Restaurant Service, Scuba Diving, or Building. In this way, students are able to try out tertiary study without getting a student loan.

Students' Perspectives

Introduction

In total, 16 students (9 male and 7 female) were interviewed at Western Heights High School at the end of February 2002 to collect information on their opinions about secondary school before they started in the Institute, why they chose to join the Institute programme and what they hoped to gain from it, and their career and transition decisions to date.

As part of their options programme, 5 of the students were studying the Maritime Skills module, 5 the Hairdressing module, and 6 the Outdoor Adventures module. Ten of the students were in Year 12, and 6 were in Year 13. Nine identified themselves as Māori, 5 as Pākehā, and 2 as both Māori and Pacific Nation. One student was taking another subject alongside the Institute programme; the rest were studying in the Institute full-time.

Most of the students came into the Institute with no qualifications. Only two had passed any School Certificate subjects (one student had one pass and the other three passes). The students also had high absentee rates. The 13 students for whom data was available were absent from school on average 34 percent of the time in 2001. Their absentee rates varied from 9 percent to 51 percent.

Students' Views on Secondary School Before They Joined the Institute

To gather baseline data for this study, students were asked about their attitudes to secondary school before they started in the Institute. Their opinions tended to be negative. Half the students said they were not particularly motivated by secondary school, and only a few (3) said they liked school "a lot" or "quite a bit", as shown in Table 18.

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Table 18

Western Heights High School Students' Views on Secondary School Before 2002

	A lot	Quite a bit	A bit	Not much	Not much at all
Motivated by school	-	5	3	4	4
Liked school	1	2	7	3	3

When we asked about their reasons for these attitudes, most of the students who held negative opinions said they did not like school work or found school boring (6) and/or they found school work too hard (4).

> I just got sick of it. It started off good but then it just went down. I got sick of having the same teachers and writing all the time.
>
> I thought school sucked. I was scared 'cause I thought it would be hard. I wasn't looking forward to it.

The students who were positive about school said they liked socialising or some of the things they learnt in particular subject areas.

> You get to meet all your friends and learn a few things.

Most students (12) said that their attitude had changed since the third and fourth form. For seven of the students, this change had been negative.

> I got older. When I was younger I loved school, but as I got older I started getting lazier and not completing my work. I'm sure it's because the work got harder.
>
> In the third and the fourth form school was okay. [What caused things to change?] I was told I had to get qualifications but I didn't see the relevance. They were changing SC—if it was so important why did they change it?

For five of the students the change had been positive.

> The third and the fourth form sucked . . . I wanted to make something of myself . . . . . . My family pushed me not to be a bum . . . . . . "Make something of yourself, don't be like the rest of us!"

Students' Overall Likes and Dislikes About Secondary School

The most frequently reported things that students liked about secondary school were mostly outside the area of academic courses, namely friends and socialising (9), sports and PE (5), and/or other extra-curricular activities (3). Students also reported that they liked particular teachers (5) or particular subject areas (4).

The things that students disliked about school included particular teachers (6), the boring work (6), and particular subjects (3). Two students said there was nothing they disliked about secondary school.

Students' Views on Their Achievement and Learning at School

We asked students to rate on a five-point scale how well they had done at secondary school before they started their current course of study. Students tended to rate themselves in the middle of the scale, with half (8) choosing the mid-point ("well"). Four said they had done "very well" or "quite well", and four, "not very well".

Students who thought they had done "well" gave two main reasons for this rating. First, they had received positive feedback such as good marks, reports, exam results, and/or qualifications (5); and second, they had not left school, but had stayed on to become a senior (4).

> 'Cause all my reports were pretty slack. Last year I got a good report.
>
> Because I dropped out and decided to come back.

Those who thought they had not done well tended to report that they were not motivated (4) or did not attend school much (2).

> I only passed one subject that I know of. I was away heaps. I didn't want to come back.

We asked students to name some of the most useful things they had done or learnt at secondary school. Many students found this question difficult to answer, and three were unable to name anything. Most frequently mentioned were skills that students had gained by participating in extra-curricular or optional activities such as sports, PE, or outdoor education (7). Five students mentioned the knowledge or qualifications they had gained in a specific subject area such as geography or metalwork; two mentioned the social skills they had acquired; and another two talked about specific skills such as keyboarding.

Students' Views on Being Prepared for Life After School

Before they started their current course of study, students' opinions varied on whether they were prepared for life outside school. Approximately one-third (6) thought they were "very well" or "quite well" prepared, and a few (3) rated themselves in the middle of the five-point scale, as "well prepared".

> The subjects had to do with what you had to do for a job. English taught us job applications and all that sort of stuff.

Almost half (7) considered that they were "not very well" or "not at all well" prepared.

> They don't show you what happens in the workforce and don't give you an idea of what you have to do . . .   . . . they don't show you how to get a job or write a CV, they just teach you maths and stuff.

Things That Could Help Students do Better at School

When we asked students if there was anything at home or at school that could have helped them to do better, a few students (5) considered that there was. Most of them (4) mentioned things at home, such as parents helping more with homework or having fewer family commitments. A smaller number (2) said that teachers could have given them more support or assistance.

A few students (4) also mentioned that their achievement could improve if they were more motivated, and that this lack of motivation was personal rather than related to factors at home or at school.

Students' Views on the Institute and Why They Decided to Join

How Students Found Out About the Institute

Most of the students (10) found out about the Institute in 2001. Their main source of initial information was other students or friends (8). A smaller number found out about the Institute from teachers (5) or family members (4). Three-quarters of the students had received advice or information about joining the Institute, mostly from teachers (8) and/or friends and peers (7).

> The Dean said it doesn't cost much at school, but costs a lot outside to get the qualifications.
>
> My friends said it was fun and they were actually learning. They said it was the best year of school they have had . . . They told me about all the fun stuff they do.

Just over half the students (9) reported that they did not receive any advice or information about other school subject options for 2001. The information that students did receive mostly came from the school's options booklet and from teachers who gave advice about sitting Bursary subjects.

Students' Knowledge About the Institute

Nearly all the students (14) thought that the Institute was different from the other courses offered at their school. The main differences they identified were off-site learning (10), better relationships with teachers (6), the courses being more practical and relevant (4), and/or the courses being more enjoyable or fun (4).

> You go out to town.
>
> We are taught valuable things to help towards jobs.

> It's fun . . . there are good teachers, they're friendly and nice; not like in the mainstream.

Most students thought that the main purposes of the Institute were to give them experiences of new subject areas or the workplace to help them decide what they wanted to do in the future (10); to help them get qualifications (8); and/or to help them develop practical work skills (5).

> To help those people who aren't really sure about what to do with life . . . . . . to give an inside view of the workplace.

> To get some certificates to get jobs like diving . . . so you can get a job or go on to another course to be an instructor.

Why Students Joined the Institute, and What They Would Have Done Otherwise

The main reason students gave for joining the Institute was that they were interested in the course subject areas (9). Other reasons included: they wanted to gain qualifications (6), the courses could lead to jobs (5), they did not like the mainstream programme (3), and/or the Institute courses were more practical, relevant, or fun (3).

> I was sick of the mainstream. I wanted to leave school next year with a couple of qualifications out of the Institute . . . The courses are more practical . . . I wanted to be out on the water or doing something constructive . . .

> It's better than staying at home and doing nothing. I'm learning heaps of different skills . . . You get certificates.

> Sitting Bursary doesn't guarantee you a job in the workplace . . . I wanted to learn about boat safety and boating.

Most students (10) said that if they had not joined the Institute they would have left school and tried to find a job (6), or gone to a tertiary training course (4). The other students (6) thought they would probably have stayed at school in the mainstream programme.

What Students Wanted to Gain From Their Time in the Institute

The benefits that most students wanted to gain from being in the Institute were qualifications and the associated feelings of success (12), and job skills (10).

> . . . not waste a year . . . get a pass in Motorbody and Maritime.

> Get as many qualifications as I can get to prove I can finish school.

> Hairdressing skills . . . . . . knowing how to cook properly.

A few students mentioned they wanted to have new experiences (3) and gain self-confidence (3).

Students' Initial Response to the Institute Programme

A number of students made comments about their initial experiences of the Institute. A couple of students reported that they were placed in options they were not interested in, as other options were full, but on the whole the comments were very positive.

> It's really fun and the tutors—they look after you—it's not like a teacher way, it's like a best friend way . . . and the fact that they [the courses] are in town—that's even better!

> I reckon the Institute is real cool as it can help you achieve something towards your goals.

> It's a good experience for people who want work experience and how to write a CV as they don't teach you that in mainstream which is real stupid I think.

Most of the students (11) did not have any concerns about joining the Institute and most (10) did not think there was anything that might stop them finishing their courses. The only thing mentioned by students that could cause them to leave was getting a job or an apprenticeship (3).

Students' Career Plans and Access to Information

The Institute courses were seen as being strongly related to the students' post-school job or career plans and less strongly related to their post-school training plans. Nearly all the students (15) thought that the Institute programme could lead them to a job, for example as a skipper or coastguard, waiter, chef, or farmer; and nearly all the students (13) said that getting a job would be their next step when they finished their Institute courses.

Although most of the students (11) also thought that the Institute courses could lead them to further training, only five could give specific details of an actual pathway, and only three said that their next step would be tertiary training of some type, for example a two-month underwater diving course at a local PTE. Nearly all the students (14) said they would like to get additional qualifications in the future, and half of these students mentioned qualifications that were related to their current programme of study in the Institute.

Almost half the students (7) identified potential barriers that could affect their ability to get as much education as they would like, the two most common being their attitude or level of motivation (3) and financial problems (2).

Nearly all of the students (14) had an idea of the career or job they wanted in the future. Most of these jobs (11) were directly related to their current course of study. Most of the students (10) had received information or advice about this career from the teachers in the Careers Department, the Institute teachers, or other teachers. This input mostly consisted of information about possible post-school courses or general information about specific jobs. Five students had used the Internet, particularly the Kiwicareers website, to find information, and two had been given pamphlets about jobs.

Summary

Students' comments during the interviews show that the Institute programme has increased retention at Western Heights High School and is starting to provide students with experiences, information, and qualifications to help them in their transition decisions. The students' reflections on their own achievement, and data about their previous qualifications, showed that these young people had not had much success at secondary school before joining the Institute. Students reported that before 2002 they were not particularly motivated by school, and had enjoyed, and learnt from, optional school activities such as sports rather than mainstream courses. A number of students had difficulty seeing a connection between their learning up until the end of 2001 and their future plans. In contrast, students viewed the Institute courses as practical, fun, relevant, and enjoyable, and most had career or educational goals that were directly related to the Institute modules. As they started in the Institute, students were more aware of the link between the Institute courses and future careers than of the link between the courses and future study options.

Teachers and providers considered the feelings of success that students gain from completing unit standards in the Institute to be important for their self-esteem and personal development. Although the Institute courses strongly emphasise the attainment of qualifications, teachers considered the focus on personal development to be an equally important component. This focus is supported by the opportunities for relationship-building that are provided by the course structure and small classes.

The structure of the Institute programme, with its eight optional modules, enables students to study a range of courses that cater to both their personal and career interests. The fact that components of most modules are taught by off-site providers is seen by teachers and students to have a number of benefits. It is a drawcard for students, who like being out of school. Off-site learning gives them an insight into and experience of the workplace or a tertiary environment, and an opportunity to develop work- or study-related behaviours and skills. Teachers and providers consider this stepping stone to be important for students, many of whom have not had a broad range of previous experiences.

Future challenges for the Institute include providing further links with the mainstream programme and negotiating changes to the NCES core unit standards to help students gain complete certificates.

THE TERTIARY PATHWAYS PROGRAMME AT AORERE COLLEGE

Introduction and Background

This case study describes the one- or two-year full-time Tertiary Pathways programmes offered at Aorere College in Materials Technology, Hospitality and Catering, and Sports and Recreation. The information contained in this case study is drawn from interviews conducted with the lead teacher of each of the three programmes and the main developers of the Materials Technology and Introduction to Sport Leadership short courses at the Manukau Institute of Technology. Also included is information from a representative of the Auckland Hotel and Chef Training School (an organisation linked with the Hospitality and Catering programme), informal discussions with the school principal, deputy principal, and careers staff, interviews with 16 students who had just started in the programmes, and school and programme statistics and documents.

The Characteristics of the School

Aorere College is a large, co-educational, multicultural, decile 2 school in South Auckland which serves Papatoetoe West and Mangere East. In 2002 the school roll is 22 percent Samoan, 20 percent Māori, 11 percent Indian, 12 percent other Asian, 11 percent Tongan, 10 percent Cook Island Māori, 9 percent Pākehā, and 5 percent students of other ethnicities.

The school's catchment area consists of local suburbs with low decile contributing schools. As many of the students are recent arrivals to New Zealand, the college has a strong emphasis on the development of English language skills through English as a Second Language programmes, on respect for different languages and cultures, and on cultural activities and performance.

As well as the Tertiary Pathways programme, Aorere College runs a pre-employment course for Year 11 students who are at risk of leaving school early. This course has two options: engineering and carpentry/furniture. The course feeds into the Tertiary Pathways programme (if students wish to go to polytechnic) or into a second year of the pre-employment course (if students want to go straight to an apprenticeship). The Careers Department at Aorere College organises work experience placements for students who wish to leave school or try out different career options.

Table 19 shows the number of senior students enrolled at each year level over the past few years. In the past the roll has declined but is now stable, especially in Year 12.

Table 19

Aorere College Roll Size

	Student Type					
Year	Year 9	Year 10	Year 11	Year 12	Year 13	TOTAL
1999	279	288	285	213	142	1207
2000	208	283	247	194	157	1089
2001	240	204	256	198	138	1036
2002	251	260	202	194	125	1032

Table 20 shows the roll size of the Tertiary Pathways programmes.

Table 20

Aorere College Tertiary Pathways Roll Size First and Second Year Students Start-of-year (End-of-year)

	Year	
Programme	2001	2002
Materials Technology	29 (24)	12
Hospitality and Catering	14 (10)	10
Sports and Recreation	15 (11)	15
TOTAL	58 (45)	40

The Tertiary Pathways Programmes

Content, Structure, and Organisation

Aorere College runs three Tertiary Pathways programmes: Materials Technology, Hospitality and Catering, and Sports and Recreation. These programmes are available to Year 12 and 13 students and are two years in duration (although most students do one year only as they start the programme in Year 13).

The three programmes are run in conjunction with Manukau Institute of Technology (MIT). Aorere College was the first school in Auckland to establish this connection, with the Tertiary Pathways programmes being a pilot. MIT now runs programmes with many other schools. The Tertiary Pathways programmes are essentially foundation courses that provide students with a clear pathway to tertiary education. All three are closely linked to tertiary courses.

The course content for the Sports and Recreation programme is provided by the MIT School of Sport in the form of a series of modules which contribute to the MIT Introduction to Sport Leadership Short Course Certificate. Teachers use these modules, containing lesson plans and assessment strategies, to teach the courses and assess students against the related unit standards. The Materials Technology programme was developed by teachers at Aorere College with input from MIT. The Hospitality and Catering programme uses teacher manuals and student workbooks developed by the Hospitality Standards Institute. As most of the course development is already done, teachers have more time for the administration requirements of the unit standards. One teacher noted that these requirements could be substantial.

The students in the Tertiary Pathways programme spend about half their time as a class group doing an introductory course in their subject area.

The Materials Technology programme enables students to gain a number of Level 2 unit standards in a range of areas within the engineering industry: computer-assisted and trade drawing; automotive engineering; and carpentry and furniture-making.

Students in the Hospitality and Catering programme complete a number of core and optional Level 1 unit standards in the areas of customer service; catering; and food and beverage hygiene, safety, and control.

Students in the Sports and Recreation programme do a number of core and optional MIT modules as part of their Introduction to Sport Leadership Short Course. They include sport leadership (KiwiSport), the role of the coach, fitness education, developing sports skills, introduction to events management, and adventure-based learning. The course is flexible, allowing teachers to cater to students' interests by including some of the optional modules or adding extra activities such as kayaking. The course is designed to develop leadership and self-management skills such as public speaking, time management, and goal-setting.

All Tertiary Pathways students spend the other half of their time completing core unit standards in English, mathematics, and computing, as well as attending a Skills for Living course. Students stay together as a class group for all subject areas. This system was developed to make it easier for teachers to take students out of school on trips and visits without affecting their subject time.

The unit standards in English, mathematics, and computing are related to the Tertiary Pathways content areas. The Skills for Living course covers topics such as flatting, nutrition and cooking, money and budgeting, keeping safe, and doing simple home repairs. This course has one unit standard associated with it.

The Tertiary Pathways programme is mostly funded through the school's Operations Grant, although some STAR funding is also used. Finding sources of continued funding is one of the challenges of the programme, as the equipment is expensive and classes are small. To ease the financial pressure, the school applied to become involved in a Skill New Zealand youth training pilot, but was not successful.

History and Development of the Programme

Before the Tertiary Pathways programme started in 2001, the school had a course for Year 13 students who were not interested in going to university. One of the primary reasons for the development of the Tertiary Pathways programme was that the needs of senior students were not being adequately met. School staff recognised that over 90 percent of Aorere College students did not go to university, yet most of the courses offered at the senior level were Bursary-related. The teachers also recognised that students were not being encouraged to go to polytechnic.

> . . . they had the ability but they never made that step from school to polytech, so they were just falling by the wayside . . . (Materials Technology Teacher)

There was also a perception that students did not see the content of Bursary courses as being relevant to their career goals. Moreover, teachers thought that the new Year 11 Technology course, which leads into Year 12, was not practical enough and therefore did not meet the needs of students (only four of the 24 credits available had a practical component). Another impetus for the programme came from employers in local industries who would ring the school looking for students who could do computer-assisted design or would be suitable for apprenticeships.

> We needed something for that huge group of students who didn't really have anything to aim for . . . or didn't think they did. (Materials Technology Teacher)

The initial drive to develop the programme came from the head of the Technology Department (the Materials Technology teacher) at Aorere College and staff at MIT, who worked together to develop a pilot course that could provide students with an easy and obvious pathway from school to polytechnic or to a trade. As part of the development process, the head of technology visited Linwood College to gather information on its pre-apprenticeship programme.

Aorere College was already well set up to provide a course in Materials Technology. The college had a history of being strong in this area, and in the mid 1990s it was selected to be one of the five technology schools in New Zealand. Its existing Materials Technology courses were similar in format to the Tertiary Pathways course, except that they were in discrete areas and did not have core modules or a link to a tertiary institution. The only new content area to be added was trade drawing.

The principal saw the relevance of the Materials Technology programme, and encouraged other departments to develop the Hospitality and Catering and the Sports and Recreation programmes along similar lines.

The Materials Technology provider described how the MIT course was developed to offer an integrated skills-based alternative to the academic programme for students (especially males) who were interested in and motivated by the subject area and preferred to learn in a more practical way. Similarly, the Sport Leadership provider reported that the MIT programme was initially developed to provide "an alternative senior PE programme that catered for the lower academic students". The focus of the programme was on enabling students to "experience success in a more applied and practical environment". The provider noted that in previous years, many students had failed Bursary PE.

Qualifications and Assessment

Aorere College is accredited by NZQA to assess students against unit standards. Students work towards completing Level 1 national certificates. Although they are able to gain the complete certificate at school, in practice no student has done so. Nearly all the components of the Tertiary Pathways programmes lead to unit standards and other qualifications, except for the Skills for Living course. Students in all three Tertiary Pathways programmes are able to gain an MIT Short Course Certificate.

Students in the Materials Technology programme gain a range of unit standards selected by the school and MIT. These units are part of Level 1 National Certificates in Engineering, Furniture, and Building Construction. The teachers and MIT staff have developed student workbooks that set out the essential theory and activities. The teachers assess students against the unit standards by the completion of practical tasks, observation, and written assessments. In addition to the formal assessment components of the course, the main teacher keeps an informal assessment of student "attitude", which is used to help students find employment.

Students in the Hospitality and Catering programme are working towards completing a Level 1 National Certificate in Hospitality. The assessment includes the completion of a workbook, theory tests, tasks, practicals, and observations. The teachers in the Hospitality and Catering programme assess students' progress using assessments developed and moderated by the Hospitality Standards Institute.

Students in the Sports and Recreation programme work towards completing the MIT Introduction to Sport Leadership Short Course Certificate and the Hillary Commission Sports Leader 1 qualification. Students are also able to gain a KiwiSports award for coaching younger students, and five Level 1 Coaching Certificates in different sports. Students either complete the full MIT certificate or gain an MIT School of Sport Achievement Award, listing the unit standards and other qualifications they have gained.

A manual provided by MIT sets out the content of the course. Teachers assess students for the Sports and Recreation qualifications using a range of formative and summative assessment procedures such as observation of group debates, log book writing, short tests, practical assessments, and peer assessment. Teachers are required to attend in-service training days run by MIT School of Sport staff on the assessment and moderation of the unit standards.

Philosophy of the Tertiary Pathways Programmes

The initial aim of Tertiary Pathways was to keep students who were disenchanted with the mainstream system at school by providing a pathway to polytechnic rather than to university or the workforce. The Tertiary Pathways programme has two major goals:

- to assist students to continue on to tertiary study or training;
- to enable students to obtain tertiary qualifications at school, and therefore pay lower fees for their tertiary study.

The emphasis of each course varies depending on the content area. The Hospitality and Catering course is concerned with providing a pathway to tertiary education by giving students an understanding of the industry. The Sports and Recreation programme is strongly focused on the development of leadership, personal, and interpersonal skills, as well as providing a link to tertiary training. Initially, the main emphasis of the Materials Technology programme was on helping students to continue on to tertiary education. After the first year, teachers realised that this was not necessarily a realistic goal for some students. The course was re-focused slightly to include an emphasis on gaining apprenticeships and therefore cater for a broader range of students.

The philosophy of each provider contributes to the courses. The philosophy of the MIT School of Sport is to "use sport as a vehicle for change" and to "help young people learn through sport leadership" by focusing on "all the good old fashioned values" such as respect for others and involvement in one's community. The Materials Technology provider described how the Materials Technology course was developed, not as a unit standards-based course but as an integrated course to foster the development of students who learnt in visual or practical ways.

> . . . students are better able to gain knowledge and understanding and develop more sophisticated concepts and cognitive skills when material is related to an area they like to engage in, [and] feel more comfortable in . . . . . . The logic is that the students learn in the area of choice, the academic learning is derived from the disciplines in the technical areas and this learning may then be transferred to other areas of activity, e.g., the students may write up a report on an engineering project. In doing so they are developing skills in communication and presentation English. If they were taught these skills in a non-contextual manner (as disconnected theory) then it is less likely that they would develop any expertise.

Providers, Work Experience, and Links With Other Organisations

Teachers

Most of the teachers at Aorere College who provide the Tertiary Pathways programmes have a mix of teaching and industry qualifications. The two main Materials Technology teachers were both tradesmen who then became teachers. One of the Hospitality and Catering teachers is a trained home economics teacher and the other is a trained chef. Both of the Sports and Recreation teachers are trained PE teachers. The Hospitality and Catering and Sports and Recreation courses have new lead teachers in 2002.

Work Experience and Off-site Visits

Most of the course content is provided on-site, although the Materials Technology students attend MIT to do a computer-assisted design course, and the Hospitality and Catering students visit the Auckland Hotel and Chef Training School (AHCTS) for a demonstration of cooking in an industrial kitchen, and also visit a number of hotels to see the industry in action. MIT links the school with outdoor education providers, as some of the kayaking and adventure learning in the Sports and Recreation course is conducted off-site.

The Tertiary Pathways programmes include a small off-site work experience component which is organised by the Careers Department at the school. Every student is supposed to do at least one day of work experience a year, and can do more if they wish. In addition, the Sports and Recreation students have a two-week work placement in the school holidays and arehelped by MIT to form links with local primary schools for the purposes of coaching and umpiring.

However, the main work experience component of the programmes is on-site. A café is run at the school to give the Hospitality and Catering students work experience through catering for school functions. The Sports and Recreation students gain work experience by coaching, umpiring, and managing events for Aorere College.

Students

Students in the Tertiary Pathways Programme

The Tertiary Pathways programme is designed for students with low qualifications. One teacher reported that if students are good Bursary candidates, they are encouraged to stay in the mainstream programme. On the whole, the Tertiary Pathways programmes have no entry criteria, apart from students having to be in Year 12 or 13. Students choose to take the courses, based on their interests. The minimum criterion for the Materials Technology course is basic ability in hand skills. Priority for entry into the Sports and Recreation programme is given to students who have passed School Certificate English, and show evidence of involvement in sport and community events. The Sports and Recreation teacher noted that there are two main groups of students in the programme: a group who are not doing Bursary as they did not do well in Year 12 PE, and a group who did a Sports Education class in Year 11 and are interested in the sport and recreation industry. Teachers commented that they "shoulder tap" students who they think might be interested in or benefit from the courses.

Career Information and Transition Assistance Provided to Students

As the programme's name suggests, the school makes a substantial effort to link the Tertiary Pathways courses to further training and employment. For each course there is a pamphlet that outlines the course structure and provides a flowchart showing how the course leads to qualifications at MIT which in turn lead to particular jobs. Tertiary Pathways students from previous years have produced additional pamphlets for students. In addition, a number of pamphlets are available outlining possible tertiary courses, for example those run by the AHCTS.

As students enrol at the start of the year, the deans help them to make subject choices based on their qualifications and interests. Careers Department staff interview all Year 13 and Tertiary Pathways students at various points during the year about their career aspirations. At the start of the Tertiary Pathways courses, students take part in a goal-setting exercise. Teachers help students individually by talking through their goals and suggesting pathways to meet those goals. As the Sports and Recreation teacher commented:

> One of the things the kids lack the most is direction . . .

The Materials Technology teacher said that he spends a substantial amount of time talking individually to students about where they would like to go in the future, and uses this information to help them achieve their goals.

Teachers also use their contacts to link students with industries they are interested in. The Materials Technology teacher liaises with ITOs and representatives of the construction and engineering industries to ensure that, when organisations are looking for apprentices, they come to Aorere College. At the end of the year, the Materials Technology teacher organises school visits by employers and tertiary providers. Employers and ITOs interview students who may be interested in an apprenticeship. One local firm, Temperzone, provides a three-year polytechnic scholarship to the top engineering student in the Tertiary Pathways programme. The Hospitality and Catering teachers contact representatives of the hotel industry to arrange visits by chefs to talk about their work. Staff in the Careers Department help students to write their CVs and apply for further courses.

To help students continue to tertiary education, teachers make use of the strong links the Tertiary Pathways programmes have created with MIT and the AHCTS. The teachers and tertiary providers work together to give students a supported introduction to MIT and AHCTS and the courses they run. Teachers and providers believe there is a need to help students feel comfortable in new environments, as they have found that many students are "scared to leave school" and are very shy in new situations.

> Many of these kids are tough and macho in a group but actually lack the confidence to move out of their locality or comfort zone and do things like catch the bus to go to a polytechnic to do a course. (Materials Technology Provider)

The providers and the AHCTS representative also discussed the importance of having a strong relationship with the school and ongoing contact with the students. The MIT School of Sport has a school liaison person who links with schools and provides training and support for teachers. The Sport Leadership provider suggested that it was important to provide "transparent pathways" for students, to help them to continue on to tertiary study.

> Students get a taste of the philosophy of our tertiary programme, and get exposed to some of the teaching materials, so the bridge from secondary to tertiary is not so difficult to cross. We are offering a visible, friendly teaching face, which establishes positive working relationships with both the staff and the students.

Initially, tertiary tutors are invited to visit the school and discuss their courses with students at a morning or afternoon tea. Then class trips are organised to MIT and AHCTS for an orientation day. Teachers thought that because students see ex-Aorere College students when they visit tertiary institutions, they become more comfortable about taking that step themselves. MIT and AHCTS tutors then visit students at the end of the year to discuss further training options with them. The teachers felt that this extra level of contact helps students to make the move to further training which previously many have found too daunting.

The Sport Leadership provider noted that polytechnic courses can also provide pathways to further tertiary study for students who did not achieve many qualifications at school. He gave examples of students who had completed Sport and Recreation courses at MIT which gave them enough qualifications to transfer to a teaching degree at a College of Education, at either the primary or secondary level.

The AHCTS was chosen as a preferred pathway for the Hospitality and Catering course because students can go on to Youth Training, TOPS, or other tertiary courses. In 2001 many students left Aorere College to continue on to AHCTS courses.

Outcomes for Students

Although the Tertiary Pathways programmes are focused on three main content areas, the teachers have more holistic goals for their students. As the Materials Technology teacher noted:

> We are trying to produce a good, rounded student who is confident when they leave school.

Qualifications

A primary goal of the Tertiary Pathways programme is to give students the opportunity to gain qualifications that will help them once they move on to tertiary study or the workforce. Accordingly, students in the three programmes are able to complete Short Course Certificates which outline the tertiary-connected and employment-related unit standards they have gained.

Stepping Stone to Tertiary Study

One of the main outcomes of the Tertiary Pathways programme, as reported by teachers and providers, is an increase in the number of students continuing on to do related study at polytechnics and other tertiary institutions.

Job Skills, Work Experience, and Job Prospects

The Materials Technology teacher reported that students

> . . . come out with a huge number of skills, apart from hand skills. Machining skills, knowing how to operate machines . . . . . . Knowing how to talk to people . . . . . . good communication skills, self-presentation, reliability, and all those sorts of things.

The Sports and Recreation teacher noted that the leadership skills that students develop can be used in most jobs. Teachers also described how the courses are structured to encourage students to develop good work habits, such as arriving on time, being on task, being well presented, and knowing how to co-operate and communicate with people in a work environment.

The teachers and providers, especially those involved in the Materials Technology and Hospitality and Catering programmes, suggested that the Tertiary Pathways courses increase students' chances of getting into the industry of their choice. There are a number of reasons for this: students develop practical work skills and behaviours; they gain relevant qualifications; they meet employers; and they receive assistance in finding work placements or apprenticeships at the end of their course. The fact that the courses are clearly linked to further study helps students to develop their educational goals further. Gaining higher qualifications may also increase their chances of finding the job they want.

Teacher and providers reported that the courses could also help students to develop their career interests further, as each course gives students a taste of the major areas within the industry. By trying out the range of possibilities, students can gain a wider understanding of the employment options available to them and whether they are interested.

Personal Development and Attitude Changes

All of the teachers and providers talked about the increased confidence and self-esteem that students develop as a result of taking the courses. Many students see themselves as being in the "dumb" classes. Teachers reported that students are able to shed this label as they begin to achieve and take pride in their new qualifications. The Hospitality and Catering teacher suggested that:

> Students see that they can achieve and complete things . . . . . Some of them do not have that to start with.

Some teachers noted that the courses could help the "tough boys" to overcome their fear of asking questions in class. The Sports and Recreation teacher suggested that the courses help boys to break the cycle of "deliberate underachievement". Teachers also felt that the courses give students more confidence to go on to tertiary education and to go flatting.

The Sports and Recreation and Materials Technology providers also noted that the programmes enable students to experience success, and that this leads to greater academic confidence and self-esteem and positive changes in attitude.

Teachers also reported that, because students are interested in and enjoy the subject areas, this increases their motivation and development of skills, and lowers their tendency to truant. Other areas of personal development mentioned by teachers included students maturing and gaining more initiative and leadership skills. The fact that students work in a team environment and support each other was seen to facilitate these changes.

The Materials Technology provider also noted that participation in the course increases students' motivation, and that the successes they experience contribute to their sense of personal well-being.

> For these students, success even late in their school years is still going to be a positive thing. The spin-off into areas of self-perception . . . the emotional security of doing something worthwhile, being recognised

> and feeling increasing worthwhile as a person are . . . the main and most imperative aspects of this programme.

The Sport Leadership provider also strongly emphasised the course focus on personal development and

> . . . broadening the wider person; it's about leadership, time-management, relationship-building, self-respect, self-esteem, inter-personal skills, communication skills, goal-setting, etc.

The Sport Leadership provider also noted that the programme enables students to "have a role as a leader in their school", to make links with their community, and to develop public speaking skills.

Destinations for Past Graduates

Aorere College keeps a database of the aspirations and destinations of Year 13 graduates, who are sent a letter in the year after they leave school asking for details of their employment or training. Some statistics are available on the destinations of Tertiary Pathways graduates from 2001. The course teachers noted that, prior to 2001, only a couple of students from each area would have gone on to polytechnic, and some would have left during the year with no jobs to go to.

Of the 29 students who started the Materials Technology course in 2001, 24 finished the course, one left during the year to enrol at polytechnic, 2 left during the year to take up employment, and 2 dropped out. Of the 24 who finished the course, 10 enrolled at polytechnic, 5 went on to full-time employment, and one returned to school. Information is not available on the other 8 graduates. Many of the 2001 Hospitality and Catering graduates (approximately 10) went on to AHCTS courses.

Of the 15 students who started the Sports and Recreation course in 2001, 14 completed the course and one left during the year. Of those who finished, 4 enrolled in sports and recreation courses at polytechnic in 2002. Information is not available on the other 10 graduates.

Past and Current Challenges

On the whole, teachers, school management, and providers are very positive about the way the Tertiary Pathways programmes are currently running and the outcomes for students. In the past, however, teachers faced a number of challenges in setting up the programmes. One was ensuring that the core mathematics unit standards were relevant to the three Tertiary Pathways courses. Another challenge was dealing with non-attending students. After experiencing problems in 2001, teachers had "tightened up" attendance procedures for 2002.

The Materials Technology provider recalled that the course developers had to work with the school and MIT management to get them to support the course and understand that unit standards, although part of the course, were not the major focus.

The Sport Leadership provider reported that MIT had used existing courses as a foundation for the Short Course, and that over time the course content had changed considerably as a result of changes in the unit standards available. The providers reported using both formal and informal review processes to gather feedback from schools, and updating the programme to ensure that it was applicable and easy to follow.

As the Tertiary Pathways programmes are in their second year, teachers have made only minor modifications to course content; for example, in Materials Technology, some options have been "streamlined" to enable more content to be covered.

School staff expressed four main areas of current concern about the programmes: the need for continuing funding; finding a way to change some of the content of the unit standards; ensuring that classes are an appropriate size; and continuity of leadership.

Teachers reported that both they and the students find some of the unit standards content boring, and there is some overlap of content between standards. A major concern for the Hospitality and Catering teacher was that some of the core unit standards are a bit "dry". To get around this problem, teachers devise supplementary activities to make the standards more interesting. One teacher commented that the workbook format can be boring for students. Teachers also noted that if classes are too large (over 24), they cannot give students enough individual attention. However, if classes are too small, this can affect team dynamics and the classroom atmosphere.

Another concern in 2002 is that some of the lead teachers who were involved in the initial development of the programmes have moved into senior management. Other teachers who would have been taking the core communications and mathematics components of the courses had left the school.

A further challenge for programme teachers is the need to work with a range of local polytechnics and employers to ensure that when students go on to further training or employment they do not have to repeat unit standards they have already gained at school. This situation has been reported by some former students who have gone to institutions other than MIT.

The Materials Technology provider suggested that problems affecting education in general, such as a "lack of resources and too little time", have an impact on the programme. He was also concerned that the "unit standard model" could be misinterpreted by educators and industry groups, and about the role of ITOs.

> I am concerned that the focus could turn out to be just another meaningless and disintegrated collection of industry unit standards that are delivered in isolation from real curriculum . . . The unit standards are just an assessment tool, nothing else, and even then they are insufficient and inadequate as a description of capability and expertise. Another of the challenges was, and still is, to convince people that delivering a unit standards-based course is not actually the major focus . . . . . . the focus is essentially to grow a young person . . . In order to 'grow' a young person there has to be a vehicle, culture, or environment in some manner or form that will enable a journey to take place and that vehicle in this instance is a well-structured and supported set of integrated school activities in the technical area.

> I am very wary of ITOs—they have long histories of self-interest and self-promotion. I would not like to see them involved to any extent in deciding what the programmes should look like—they will only want their area promoted to the exclusion of others . . .

Planned Improvements and Changes

The teachers and providers are continually making minor modifications to the programmes. A few small adjustments are planned by teachers, such as developing more supplementary material for the unit standards that are perceived as boring. One teacher identified the need to start the programmes earlier to catch "at risk" Year 11 students before they become too disenchanted with school. The Hospitality and Catering teacher is developing the workplace visits and practical experience components of her course.

At the time of the interviews, teachers were in "wait and see" mode about the possible effects of the NCEA on the Tertiary Pathways courses, as they had not yet attended professional development on the new qualification. One teacher thought that the NCEA could potentially help students to gain more Level 1 qualifications. The tertiary providers said they could see a clear linkage with NCEA, and that this linkage would allow

> non-academic students to achieve recognition within the official qualifications regime. (Materials Technology Provider)

The Sport Leadership provider reported that MIT is planning to go on-line with all its courses, which will have an impact on their delivery in the future. The Materials Technology provider said he would like to see stronger partnerships between schools, tertiary institutes, industry, and community groups in the future; for example, expanding the Materials Technology programme to include work placements.

Success Factors

On the whole, teachers and providers are satisfied with the nature and content of the current courses. During the interviews, they mentioned a number of factors that contribute to the success of the Tertiary Pathways programme:

- the fact that the course content is practical, achievable, and linked to students' interests;
- the fact that courses are linked to students' goals and tertiary study;
- the way the courses are organised to provide more support for students;
- the partnerships with MIT and other organisations;
- the support of the school;
- the qualities and skills of the programme teachers.

Content

The content of the Tertiary Pathways courses has been designed to help students develop their interests, goals, and personal skills, and to experience academic success. Within each course, students are given a taste of a number of areas to help them decide which they would like to pursue further. The fact that students "self-select" into the courses in subject areas they enjoy means that they are motivated to do well.

> Motivation is a key factor in success. The crux of the whole programme for us is finding out the things that switch these kids on—it's things like working in a group together, being given responsibilities, learning about organising contingencies, planning, developing and formulating solutions, making real and interesting things, showing them off, having people from outside coming and recognising their achievements and so on. (Materials Technology Provider)

The courses have a practical focus, and emphasise the development of work-related skills on industry-standard equipment. Computer skills are also emphasised. Teachers and providers reported that this focus on practical tasks, which are assessed by unit standards and selected to be at the students' academic level, enables students with low qualifications to achieve success, build self-confidence, and break out of a cycle of underachievement. As the content of the core subjects is linked to the three main content areas, students are able to see the relevance of the mathematics and literacy tasks they are undertaking.

Link to Tertiary Study and Students' Goals

One of the essential success factors of the programme is the strong link between the courses and tertiary institutions. The fact that students are taking advantage of these connections in greater numbers than in the past is evidence of their success.

> . . . the students go on to, for example, the polytech. In the past we'd get one or two going over there but now we are getting a group of kids going. (Materials Technology Teacher)

Teachers reported that the way students are introduced to the idea of tertiary study over a year or two makes them feel more comfortable about moving into this new environment once they leave school. The direct link with tertiary providers and the workforce gives students a clear direction and a goal to aim for. As the Materials Technology teacher commented, "we keep that in front of them". He suggested that this is a major departure from the mainstream system, in that Tertiary Pathways students

> . . . know where they are going at the end of school, and they know that if they complete all the work that they are well on the way to entering a career successfully.

The Materials Technology provider suggested that students who had done the course entered MIT with a higher level of skill, and therefore could possibly exit with a better qualification.

Providing low-cost tertiary options is an important part of the Tertiary Pathways programme. The courses enable students to get a "head start" on tertiary qualifications without the associated cost. Many of the pathways that are emphasised are of low cost to students. The extra links the programmes makes to employers are also important for students.

> . . . to see the kids actually leaving school during the year, who would have left during the year anyway, but going to a good job, like an apprenticeship. (Materials Technology Teacher)

Support and Partnerships

Teachers reported that the link with MIT is vital to the success of the programme. Teachers receive ongoing support from MIT and other training organisations. The pre-packaged, "everything on a plate" programmes, which are clear and easy to teach, free up the teachers to complete the assessment requirements of unit standards and to give more attention to the needs of individual students. Support from the principal and school management, especially financial support, is also vital, as the courses are expensive to run.

Organisation

The fact that students stay together as a relatively small class group enables teachers to "run a tight ship" and build relationships with students. It also enables students to work together to develop leadership, teamwork, and social skills. Teachers are able to spend more time providing pastoral care, and linking students with possible employment or further training opportunities. This also makes it easier for teachers to cater for individual students' needs, as they have a number of optional unit standards they can focus on and students can work at their own pace.

Role and Qualities of the Teacher

Most of the teachers of Tertiary Pathways courses at Aorere College have industry links and experience as well as teaching qualifications. Teachers reported that the way the programmes are structured enables them to spend more time supporting individual students. The role of the teacher is different, and senior students respond more as adults in this environment. As the Hospitality and Catering teacher reported:

> My role is more as a facilitator, as students do the standards at their own pace.

The Materials Technology provider noted that the teachers and providers of technical courses act as positive role models of adult male behaviour.

Students' Perspectives

Introduction

We interviewed 16 students (8 male and 8 female) at Aorere College at the end of February 2002 to collect information on their attitudes to secondary school before they started in the Tertiary Pathways programme, why they chose to join the programme, what they hoped to gain from it, and their career and transition decisions to date.

Six of the students were in the Sports and Recreation course, 5 in the Materials Technology course, and 5 in the Hospitality and Catering course. Three were in Year 12 and the rest were in Year 13. Most of the students (13) identified themselves as being from a Pacific Nation: 5 identified themselves as Samoan, 4 as Tongan, 2 as from other Pacific Nations, and 2 as being from more than one Pacific Nation. Two students identified themselves as Asian and one as Pākehā. Most students (13) were studying the Tertiary Pathways programme as a full-time course, and 3 were studying other subjects such as music and drama.

Before joining the Tertiary Pathways programmes, 12 of the 15 students for whom data is available had no or low qualifications.[16] The student with the highest qualifications had completed four Sixth Form Certificate subjects, and had three School Certificate passes, seven unit standards credits at Level 1, and five credits at Level 3.

The 15 students in this study who were at Aorere College in 2001 spent an average of 10 percent of their time absent from school in that year. Their absentee rates varied from 1 percent to 34 percent.

Students' Views on Secondary School Before They Joined Tertiary Pathways

We asked the students about their attitudes to secondary school before they started their Tertiary Pathways course. On the whole, they reported that before 2002 they liked and were motivated by secondary school, as shown in Table 21.

Table 21

Aorere College Students' Views on Secondary School Before 2002

	A lot	Quite a bit	A bit	Not much	Not much at all
Motivated by school	5	5	3	3	-
Liked school	6	5	4	1	-

When we asked about their reasons for these attitudes, the students who held positive opinions said they liked learning, socialising with their friends, and/or getting qualifications.

> It gives me qualifications before I leave school—you've got to do the hard yards first.

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[16] According to the Skill New Zealand criteria of no previous qualifications or fewer than 12 unit standard credits at Level 1, or one or two School Certificate passes or 39 credits or fewer at Level 1.

> The people, the work, the strictness—they're pretty on to it, the teachers.

> I enjoy school. I like my classes and everything I learn.

The students who held less positive views of school said the work was boring, too hard, and/or not relevant.

> It wasn't disciplined enough. The classes last year didn't follow up on what we wanted to do in the future or teach us life skills.

> No one likes school really. Most people just come to school to see their mates. I didn't like doing work.

> I was really lost. I couldn't keep up with the work; I didn't really like the subjects.

Just under half of the students (7) said that their attitude had changed since the third and fourth form. Five students, for a variety of reasons, had lost their motivation towards school.

> I liked it more in the third form. I got excited coming to college. When I came to the 5th form I started being naughty because of the people I hung out with. I didn't like school so much.

For two of the students, the change had been positive.

> I was lonely in the third and fourth form... I started talking to people and getting to know them and having fun with them.

Students' Overall Likes and Dislikes About Secondary School

The most frequently reported things that students liked about secondary school included friends and socialising (11), particular teachers (5), particular subject areas (4), and sports and PE (3).

The things they disliked about school included particular teachers (5), particular subjects (4), discipline and rules (3), homework (2), and the work being boring (2).

Students' Views on Their Achievement and Learning at School

We asked students to rate, on a five-point scale, how well they had done at secondary school up until the end of 2001. Half the students rated themselves at the top end of the scale ("very well" or "quite well").

> I do all the class work. I try everything. I pass heaps of my exams and assignments.

One-quarter of the students (4) rated themselves in the middle of the scale.

> Cause I'm not bad. I'm not a good student all the time but I try to listen to the teachers and do the work.

Another quarter (4) placed themselves at the bottom end.

> In the past I have been in a lot of trouble.

We asked students to name some of the most useful things they had done or learnt at secondary school. Most frequently mentioned were specific skills such as computer skills, cooking, or public speaking (6), and social understanding or communication skills (5).

> Knowing when to be humble. Knowing when to be serious. Learning how to respect the teachers. Self-confidence.

> How to cook, how to respect others.

Other areas that students mentioned included learning in general (4), knowledge gained from particular subject areas such as English (4), and/or skills they had acquired through participating in sporting or cultural activities such as outdoor education (4).

Students' Views on Being Prepared for Life After School

Before 2002, just over half the students (9) thought they were "very well" or "quite well" prepared for life outside school.

> Doing outdoor education last year helped me know what it's like in the real world.

> I think they prepared me well, it was just me that didn't work.

Five thought they were "well prepared" (that is, in the middle of the scale), and two thought they were "not very well prepared".

> They never prepared us, they just taught about subjects, not about getting a job.

Things That Could Help Students do Better at School

We asked students if there was anything at home or at school that could have helped them to do better at school. Half the students (8) thought that there was. Most of these students (7) mentioned having less parental pressure, more support, and/or an environment at home that helped them in their study.

> My parents could stop giving put downs and be more encouraging . . . . . . They're always putting me down and saying I won't get nowhere.
>
> The noise at home—it's hard to do homework, I try to go to the library.
>
> Having a computer at home.

Six students mentioned situations at school that could have made a difference to their achievement, such as extra help at lunchtime or fewer "put downs" from teachers.

A number of students (5) felt they would achieve more at school if they were less distracted by sports or TV, and were more motivated. These students reported that their lack of motivation was personal rather than related to factors at home or at school.

Students' Views on Tertiary Pathways and Why They Decided to Join

How Students Found Out About the Tertiary Pathways Courses

Half the students (8) found out about the Tertiary Pathways courses in 2001, and most of the others (7) in 2002; in most cases the information came from Tertiary Pathways teachers (7), other teachers (6), and/or their peers (4). All of the students had received advice or information about joining a Tertiary Pathways course, mostly from teachers (13) and/or their peers (5).

> She [the Hospitality and Catering teacher] said it's a good course. At the end of the year you get something out of it. It can get you into chef school.
>
> A teacher told me it would be easier for me; it would make it easier to get into the sports industry. She said, "Take what you're good at."
>
> My mate from last year said, "Yeah man, it's cool!"

Over half the students (11) said they did not receive any advice or information about other school subject options for 2002. Nearly all of the information that students did receive came from teachers.

Students' Knowledge About the Tertiary Pathways Programme

The majority of the students (11) thought that Tertiary Pathways was different from other courses offered at their school, and gave a wide range of reasons as to why this was so. The main reasons were that the course and timetable were structured differently (5), the work was easier (5), the content was new (3), the course was more practical (3), the relationships with teachers were different (2), and/or the course was more fun or interesting (2).

> You get to be with the same people every day It's more exciting.

> You don't get pushed. You do your own thing. You finish in your own time. The teachers respect you.

> They teach us about more important stuff that other classes don't. Like how to survive in the outside world.

Students thought that the main purposes of the Tertiary Pathways programme were to assist them to get qualifications that would help them in the future (7), to help them get jobs (5), and/or to assist them to develop practical work skills (4).

> To make it easier to get qualifications… To help people feel good about themselves. In Sports and Rec. the kids are all the same—no one looks down on you.

> To help students get somewhere in their life in the future. The work isn't so complicated, which helps some of us.

Why Students Joined Tertiary Pathways, and What They Would Have Done Otherwise

The main reasons students gave for joining Tertiary Pathways was that the course could eventually lead them to a job (9) and/or they were interested in the content areas (7).

> I like sports. I want to do something in sports.

> I'd like to work in the food industry and I enjoy cooking.

Other reasons included the fact that they had done well last year in similar subjects (4), that the course could help them get qualifications (4), and/or they did not want to repeat a year again (3).

> It leads to qualifications and tech. I was going to do the Sixth Form again but realised I didn't want to. I realised this fitted with my career plans.

Nearly all of the students (15) said they would have stayed at school if they had not joined Tertiary Pathways. One would have left school and got a job.

What Students Wanted to Gain From Their Time in Tertiary Pathways

The benefits that students most wanted to gain from being in Tertiary Pathways were qualifications (15), job-related skills (8), job prospects (10), and/or a sense of direction (6).

> I'm hoping to pass all my credits so I can get into chef's school.

> How to cook like a pro.

> To help find out what I'm really good at.

A number of students also had more personal goals. They said they would like to further develop their social skills (5), self-esteem or self-confidence (5), and/or motivation or attitudes to school (3).

> Gain lots of self-esteem and self-respect. Get lots of motivation from the classes.
>
> An attitude of being serious about what I'm doing and try not to think everything is a drag.

Students' Initial Response to the Tertiary Pathways Programme

A number of students made positive comments about their initial experiences of Tertiary Pathways.

> I'm sweet with it. I go to classes and I'm interested.
>
> If you are a practical person it is good for you; if you're not really good at maths or English.

Most of the students (11) did not have any concerns or worries about joining the Tertiary Pathways courses; only two thought there were constraints that might prevent them from finishing. The main worry for students was that the workload or the work could be too hard for them.

Students' Career Plans and Access to Information

Students' post-school career and educational plans were strongly related to the Tertiary Pathways courses. All of the students (16) thought that the Tertiary Pathways programme could lead them to a job that was related to their course, for example as a diesel mechanic or in a café. Seven students said that their next step after school would be to get a job or apprenticeship.

Just over half the students (9) thought that their Tertiary Pathways courses could lead them to further training, and nine also indicated that this was their current plan for when they left school. However, only two could give the details of a specific course they could go on to. Most of the other students were not sure whether their Tertiary Pathways course could lead them to further training and what the options were.

In the future, nearly all of the students (14) would like to get additional qualifications, and most of them (13) mentioned qualifications related to their current programme of study. Just under half the students (7) said there were potential constraints on their ability to get as much education as they would like, such as a lack of parental support, money problems, or family commitments.

All of the students had an idea of the career or job they wanted in the future. For all but one, their career plans were directly related to their current course, for example working in a recreation centre, or as a chef, builder, or mechanic. Some students (7) had received information or advice about their intended career, nearly all of it from school teachers. It consisted of advice about staying at school and getting qualifications or information about the prerequisites of tertiary courses.

Summary

The close links that Aorere College has forged with tertiary providers appear to be beneficial for the school and for the students. Because tertiary providers helped to develop the Tertiary Pathways programmes, and provide much of the content, teachers are able to spend more time working with individual students. This close relationship also enables teachers to provide students with obvious stepping stones to tertiary study. School and polytechnic staff have worked hard to ensure that students are introduced to the tertiary environment, feel comfortable in it, and gain qualifications that can give them a head start. Data from the school shows that students are taking advantage of these efforts, with many continuing on to study with the preferred tertiary providers.

As they started the Tertiary Pathways programme, the students recognised that the courses were leading them to tertiary training and jobs, and could help them to gain qualifications and work-related skills, and to develop personally. Although just over half the students said that continuing on to tertiary training was to be their next step after school, at this early stage very few knew the details of the courses they could take.

Most of the Aorere College students in our study had positive attitudes towards school. Nearly all of them considered they had been well prepared for life outside school, although most had not had much success in School Certificate or Sixth Form Certificate. This positive outlook may be due in part to the fact that many of these students were from Pacific Nation backgrounds. In this project, students from Pacific Nation backgrounds reported more positive attitudes towards school than students from other backgrounds.

Unlike some of the students from other schools, students at Aorere College relied almost solely on information and advice from teachers and their peers (but not their family members) to decide on their current programme of study and their future career or study options. This shows the important role teachers can play in helping students with their choices. These students also talked more about how family pressures and attitudes, and a lack of financial resources, affected their current education and could affect their plans for the future.

Future challenges for the school include continuing to work with developers of unit standards to ensure that the content meets the needs of its students; and finding ways to link with other tertiary providers and workplaces to give students more off-site experiences.

THE SENIOR INTEGRATED PROGRAMME AT JAMES COOK HIGH SCHOOL

Introduction and Background

This case study describes the Senior Integrated Programme at James Cook High School, with a special focus on the Automotive Engineering Technology, Te Pūtake, and Transition programmes. The information presented here is drawn from school documents and from interviews with the Programme Leader (and her predecessor),[17] the deputy principal, and three programme teachers. Further interviews were carried out with two separate providers of work experience and 18 students who had just joined the programme.

The Characteristics of the School

James Cook High School is a decile 2 school located in Manurewa, South Auckland. The school's catchment area is urban and multicultural. A high percentage of Māori and Pacific Nation peoples live in the South Auckland area: at the time of the 2001 Census, 8.4 percent (44,274) of the total Māori population and 31.1 percent (72,381) of the total Pacific Nation population lived in the Manukau City region. The roll of James Cook High School is 42 percent Māori, 19 percent Samoan, 13 percent Pākehā, 6 percent Cook Island Māori, 3 percent Tongan, 3 percent Niuean, 2 percent Indian, and 12 percent other ethnicities (ERO Report, 2001). The previous Programme Leader noted that:

> . . . [we have] one of the largest Māori rolls in the country and one of the largest Pacific Island rolls in the country.

Over the last three years there has been a steady increase in the total number of students at the school, as shown by Table 22. Total roll numbers for junior students (Years 9 and 10) have increased steadily, whereas the number of senior students (Years 12 and 13) dropped between 2000 and 2001, but has since rallied.

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[17] The current Programme Leader had only recently taken on this role at the time of the interview. The research team decided to interview the previous Programme Leader to get an appreciation of the history of this programme.

Table 22

James Cook High School Roll Over the Last Three Years

	Year 9	Year 10	Year 11	Year 12	Year 13	Total
1993	382	362	340	262	112	1458
1994	341	357	318	235	120	1371
1995	320	311	311	190	101	1233
1996	312	331	258	194	79	1174
1997	283	320	284	160	113	1160
1998	306	287	280	208	100	1181
1999	281	286	252	191	128	1138
2000	334	284	256	166	112	1152
2001	389	293	235	168	89	1174
2002	414	391	267	172	105	1349

The deregulation of school zoning in the early 1990s caused the clientele of James Cook High School to change markedly in a short time. Having declined steadily from the early 1990s until 1999, the school roll has increased since then to nearly where it was in 1993. Another local secondary school quickly became the "desirable" school in the area, and James Cook High School ended up taking on the students that other schools did not want. This led to a philosophical shift in how education was delivered at the school, which in turn led to major restructuring.

> . . . we looked at our whole school structure, our whole class structure. We changed into house systems . . . and then into tutor groups within the house systems, like whānau . . . . . . we set up really strong pastoral support systems. (Previous Programme Leader)

The school management also looked at what was being delivered, as this was having an impact on the retention of students.

> . . . we looked at our senior school and thought, this is ridiculous . . . pushing these kids towards a Bursary programme. They're not interested. We're losing them. (Previous Programme Leader)
>
> We discovered that a lot of our students don't end up at varsity and that most of [them] end up at a technical institute of some sort, and that is why the courses seemed a lot more relevant to where they were going. (Programme Leader)

The Senior Integrated Programme

History and Development of the Programme

The changing clientele of James Cook High School in the 1990s was the catalyst for structural change. STAR funding "fitted in nicely" with the school's new approach. The school looked at the courses it was already offering to see what could be easily adapted to a non-Bursary-oriented programme. Carpentry, Basic Engineering, Hospitality, Tourism, and Māori were all being offered at the senior school level and were logical choices because of the facilities and staffing available. The first two Senior Integrated Programmes were Tourism and Hospitality, and Engineering. After a few years a wider range of programmes was offered, although if student numbers were too low in a particular programme it was withdrawn.

Staff in the Senior Integrated Programme made the initial approaches to work experience providers. The two providers we interviewed for this project said they were "more than happy to participate in the programme", which both considered part of being a socially responsible business. One of the organisations had been taking in students for five to six years, and the other had been involved for two years.

> I've always believed in putting back into the community. If you take out of the community, you put back into the community. (Work experience Provider)

Content and Organisation of the Programme

The Senior Integrated Programme, an alternative to Bursary, has developed over the last eight to ten years to consist of nine separate programmes. The programme has grown to the point where 61 percent (168) of senior school students are involved, as shown in Table 23.

Table 23

James Cook High School Senior Roll 2002

	Senior Integrated Programme roll	Total roll by year
Year 12	103	172
Year 13	65	105

The nine programmes are:

- Automotive Engineering Technology;
- Carpentry;
- Creative Design;
- Office Technology;
- Performing Arts;
- Recreation and Sport;
- Tourism and Hospitality;
- Te Pūtake;
- Transition.

This project looks at three of the programmes in more depth: Automotive Engineering Technology, Te Pūtake, and Transition. In 2002 there are 23 students (all Year 12) in Automotive Engineering Technology, 10 students (all Year 12) in Te Pūtake, and 21 students (19 Year 12 and 2 Year 13) in the Transition programme.

The programmes are generally full-time and run for two years, starting in Year 12 and finishing in Year 13. All of the programmes have core mathematics and English components, and most have computing components. The students in each programme stay together for all of their subjects except mathematics and English, which are streamed.

Students spend one to two weeks per term in workplace experience with one provider, either in one-week blocks or spread out over the course of the term. Placements are organised by the Work Experience and Careers Co-ordinator. All students in the three courses focused on in this study are involved in workplace experience.

Automotive Engineering Technology

This is the first year that this programme is being offered in its current form. The programme teacher is a new appointment but has had considerable input into the course content to ensure that it is appropriate for the students. He has established a strong link with the Manukau Institute of Technology (MIT), and completed a one-day training course there on the delivery of the unit standards offered in the programme. MIT moderates the course.

The programme is centred on engines and motor vehicles. There are 24 unit standards offered in the first year, and four of these are part of the Entry into the Motor Industry training programme offered by MIT.

Unit standards offered in the first year include:

- Workshop safety;
- Introduction to hand tools;
- Identifying components in a motor vehicle;
- Two-stroke and four-stroke engines.

In addition, the programme teacher believes it is important to teach the students some of the life skills associated with the motor industry. The students learn how to purchase a vehicle, carry out service and maintenance, conduct safety checks, and pre-check a vehicle for Warrant of Fitness purposes. This year there are 23 students on the course. The programme teacher considered this too many for the workshop environment, and divided them into two groups. During the daily two-hour lesson, one group concentrates on theory and the other on practical work.

The programme teacher believes it is important that the programme opens up the students' eyes to possibilities, and to realise that

> there is a professional industry out there willing to take [them] on.

In the past, staff have seen students dropping out of the course as the year progressed. The programme teacher's philosophy is that each student

> . . . has to leave with some skills besides obtaining their unit standards.

Te Pūtake

The Te Pūtake programme teacher reported that the goal of this programme is to get students into university or polytechnic. Te Pūtake offers "a mainstream programme within a Māori framework".

> . . . being Māori is important to us. (Te Pūtake Programme Teacher)

The programme is firmly anchored in the custom of manaaki tangata (respect and care for one another) and whānau. The school marae is the focal point for the large number of Māori students. Parents often help out at the marae, and this is expected. Consequently, the Programme Leader and the Te Pūtake teachers communicate regularly with parents on the students' progress, and if any issues arise they are sorted out within the whānau. The programme, through the marae, connects the students' whānau with the school. The programme teacher commented:

> . . . the students never really leave the marae . . . we still have contact with ex-students.

When a former student goes on to tertiary study, Te Pūtake teachers and students go to tautoko (support) them at the pōwhiri (formal welcoming ceremony) of that institution.

Te Pūtake has developed strong relationships with MIT and the Auckland University of Technology (AUT). Guest speakers from these institutions are invited to talk to the students about the further training they offer. Each year, AUT offers a two-year scholarship to a Te Pūtake student.

The programme is tailored to the individual student. Students complete a mixture of unit standards and more traditional academic qualifications such as Sixth Form Certificate or Bursary, according to their ability.

The programme teacher reported that he is well supported by the principal and school management.

Transition

The Transition programme is aimed primarily at students who have not succeeded in the school system for various reasons. It aims to develop personal growth through activity-based learning, and to equip students with basic skills, for example in communication, computing, and numeracy, to prepare them for employment and lifelong learning. Moreover, it offers students the opportunity to taste success.

> Once they taste success they just blossom. (Programme Teacher)

The programme is made up of unit standards. Students can work towards a National Certificate in Employment Skills and attain achievement standards in English. They also progress through the Award Scheme Development and Accreditation Network (ASDAN) Youth Award Scheme. The scheme originated in Britain, where it has been running for

20 years, and is made up of a number of levels or awards: Bronze, Silver, Gold, and University.

> Each Award is designed to develop, assess and accredit key skills, and recognise your personal achievements, which can help to build your National Record of Achievement (NRA), or "Profile".[18]

Students spend one day a week off-site on work experience. In consultation with the programme teacher, students identify the industry they would like to be involved in.

The programme teacher reported that she is well supported by management. Local businesses are also very supportive of the programme. Over the years the programme has developed strong relationships with a large number of local businesses that take in students each year for work experience.

Philosophy of the Programme

The Senior Integrated Programme aims at providing students with practical and relevant learning opportunities they would not otherwise have had. Through the programme, students engage in work in areas that are outside their own familial experiences.

> They don't have the networking . . . that a lot of others have, so they get out there and actually see . . . . . . we've given them chances they wouldn't otherwise have . . . . . . from their work experience they get a work record and we find that this is so valuable for the kids. (Previous Programme Leader)

James Cook High School attempts to offer a wide range of programmes to accommodate the range of strengths that students have outside the traditional school subjects.

The Senior Integrated Programme is underpinned by a strong sense of family or whānau. The way this is fostered in the programme is reported to have a positive impact on the students' learning.

> . . . by keeping the kids together as a group, that nurturing [that] they got by being together for the whole time, rather than five different periods in five different classes, actually helped our students a lot. That sort of family atmosphere helps them get along. (Programme Leader)

The work experience providers viewed the programme as offering students an opportunity to upgrade their skills, to learn what the workplace is like, and to develop a good work ethic. One of the providers felt that it offered students an opportunity to

> . . . impress [a prospective employer]...because students' grades are not necessarily representative of [their] work ethic and ability.

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[18] *Youth Award Scheme New Zealand, Bronze/Silver Award* (booklet), p. 1.

Funding

The school uses STAR funding to fund the Senior Integrated Programme. STAR funding also pays for the Work Experience and Careers Co-ordinator to develop relationships with workplace providers and trainers. Where part of a programme is deemed to fall within the framework of a conventional programme, STAR funding is not available and the school's Operations Grant is used.

Qualifications and Assessment

This year, school management is putting renewed emphasis on ensuring that students in the Senior Integrated Programme attain a national certificate in their chosen area. Also, management believes that all programmes should contain unit standards. In the past, students have tended not to complete some qualifications in one year of study, though it is possible. Records of students who have completed unit standards are stored in a central database. In the past there was a problem with the collection of this data, which makes it difficult to determine when a student completed a national certificate. The database now ensures that the appropriate staff can easily access this information.

Providers, Links With Other Organisations, and Work Experience

Over the years, the Senior Integrated Programme has developed close working relationships with ITOs, tertiary institutions, and employers. The ITOs and tertiary institutions provide training, access to training modules (on and off site), and further training and scholarship incentives for students.

The following organisations are involved in the Senior Integrated Programme:

- Manukau Institute of Technology (MIT)—the school delivers MIT programmes in Sport and Recreation, Communication Studies (unit standards are offered as part of an English course completed by all students), and Engineering.
- Auckland University of Technology (AUT)—offers scholarship incentives to successful students and liaises closely with some of the programmes.
- Corporate Safety Limited—delivers First Aid training to all students in the programme.
- Great Hospitality—delivers a one-day programme on Customer Service.
- Bill James (Financial Advisor) —delivers a Financial Literacy programme, which covers personal finances, banking, budgeting, and insurance as part of the mathematics programme.

Working with the students, the Work Experience and Careers Co-ordinator identifies and approaches prospective workplace providers. The school has developed relationships with a number of employers who regularly provide work experience for students. Before going out on work experience, students take part in a preparation programme which includes watching a video, *10 Easy Ways To Lose Your Job*. Students also complete a unit standard on Work Experience and Health and Safety in the Workplace. During their work experience they do the unit standard Complete a Work Experience Placement. They are expected to sign a contract, and letters are sent to their parents giving details of the placement.

Regular communication between workplace providers, the Work Experience and Careers Co-ordinator, and the Programme Leader ensures that work experience runs smoothly. Both of the providers we interviewed reported that programme staff are always following up, through daily phone calls and weekly visits, to ensure that the students have arrived, their behaviour is appropriate, and that things are generally running smoothly. One provider said that all the students are well prepared when they arrive for work experience, and that of the large number of students they have taken in over the years, only one was "a dud".

Students

Career Information and Transition Assistance Provided to Students

Students initially get information on the programme from two sources: a programme booklet and discussions with the Careers Advisor. Programme teachers generally talk with students before they enter the programme to ensure that they understand what is involved and expected of them, and that they have an interest in the subject area. Both the previous and current Programme Leaders felt that the matching of students to programmes could be improved.

> Whether they choose appropriately sometimes needs to be looked at a bit closer. (Programme Leader)

The Te Pūtake teacher commented that the students have to have the "right attitude" to start in the programme.

> . . . they have to want to make up lost ground. (Te Pūtake Teacher)

Students are exposed to a range of future training and work options through attending "Career Expos" and polytechnic open days. In addition, they meet with the Careers Advisor to discuss options throughout the year. At the completion of the programme, the Careers Advisor conducts an exit interview with each student, and they are given more information.

> . . . they have a lot of awareness about what's out there in the sense of tertiary training. In the sense of jobs, a lot of them get part-time jobs from their work experience and some of them go on to that [job] full-time. (Previous Programme Leader)

Potential Outcomes for Students

Job Skills, Work Experience, and Job Prospects

In addition to the specific skills that students develop through their chosen programme, they also get the opportunity to learn a wide range of basic skills. Students have access to a variety of courses that are outside the conventional academic programme, including First Aid and Hospitality, and the chance to learn personal financial and life skills. The Transition teacher reported that students also become more adept at writing and using a computer, and develop organisational skills. These skills are transferable to the workplace.

Work experience providers reported that they get a feel for whether the students are suited to their business. One provider commented that if they are looking for an employee they get a better idea of the student's work ethic and ability than if they were looking through CVs.

> We get to know the students really well . . . better than if we put an ad in the paper.

Both of the providers we interviewed commented that they are well placed to offer an informed opinion on a student's ability, in the form of a reference for a prospective employer, because the students have spent a reasonable amount of time with them. One provider said he kept notes on the students, and used his own contacts to try to place them in jobs with other companies in his line of business.

The providers reported that students are exposed to a range of tasks and experiences, as opposed to being given menial tasks.

> Students move around [and work] with all of the staff [8] and get to see many different aspects of the organisation.
>
> They don't just sweep floors. We actually teach the students. By the end of the week they basically know how to service a vehicle . . . after 2–3 days the students become helpful.

Personal Development and Attitude Changes

All of the teachers and work experience providers we interviewed commented on the positive impact the programmes have on the students' attitudes. Many of the students who enter the Senior Integrated Programme have not been overly successful at school. Once they "taste success", their confidence and their self-esteem improve. Because students are doing subjects that interest them, their attitude changes.

> . . . one of the main things is that they start to enjoy their school as they are doing what interests them. They get work experience, which is really valuable. (Previous Programme Leader)

The Programme Leader reported that, because the students stay together most of the time, they also learn interpersonal skills.

> They get a lot more, how to get along with [one] another, skills which they don't get in the normal academic class. It's really good as they sit there and help each other out. (Programme Leader)

Destinations for Past Students

Over the last three to four years, the Senior Integrated Programme has attempted to keep track of where its graduates have gone, by means of a postal reply questionnaire and a telephone call. The previous Programme Leader reported that the reply rate is much higher in the graduates' first year out of school than in the second year.

The Automotive Engineering Technology teacher is a new appointment this year, and has not yet had any graduates to monitor. The whānau environment of the Te Pūtake programme extends beyond the school, and the programme teacher is kept up-to-date on the progress of former students through whānau networks.

The work experience providers we interviewed for this study are relatively small and do not have high rates of staff turnover. Nonetheless, they have employed three graduates of the programme.

Past and Current Challenges

The previous Programme Leader reported that initially the two major issues for the Senior Integrated Programme were timetabling and "getting staff on board" with unit standards.

> I think a lot of schools find their staff aren't enthusiastic about it [unit standards]. It's a whole sort of mind shift. (Previous Programme Leader)

The deputy principal, who was managing the school timetables in the early years of the programme, was able to accommodate the changes that resulted from its introduction.

> . . . it was a whole new sort of philosophy because these kids stay together all day. (Previous Programme Leader)

Both the current and previous Programme Leaders reported that the primary concerns for the future development of the programme are funding and staffing.

> . . . STAR [funding] was hugely important and if they ever take STAR [funding] away we'll be in trouble. (Previous Programme Leader)

By opting out of the traditional academic programme and entering the Senior Integrated Programme, students are making a commitment to pursue more vocationally oriented training in the future. The previous Programme Leader reported that some of the students do not fully understand the difference between the two programmes and the future implications of their decision. Returning to an academic programme and later going on to university is not an immediate option once a student decides to enter the Senior Integrated Programme. However, after a year in the programme a few students have wanted to return to an academic programme.

> . . . we'd have some kids after a year saying, "Oh, I want to go back and I want to do [the] academic [programme]". . . . then they would be right

> out of that link for their academic progress. (Previous Programme Leader)

The Programme Leader noted that some students could end up doing a course that was not their first choice because of restrictions on class sizes. This has not been an issue to date. The converse of this could also be a problem. If student numbers are low, a programme may be dropped for the year. Low numbers have forced some programmes to combine Year 12 and Year 13 students into a single class rather than drop the class altogether.

Suitable facilities could be a concern in future, but at the moment the teachers are "coping". One possible solution being considered is the use of off-site providers.

NCEA

The Programme Leader and teachers are not sure what impact the transition to NCEA will have. All of them noted that the NCEA is made up of achievement and unit standards and is therefore closely aligned to the current Senior Integrated Programme. One teacher thought that, if anything, it would have a positive impact. The previous Programme Leader pointed out that James Cook High School is well positioned with regard to NCEA, as it went with unit standards a lot earlier than other schools and the staff are familiar with their administration.

Planned Improvements and Changes

Although in theory students can complete a national certificate or similar qualification, the principal is concerned that "the students may be leaving in bulk with nothing significant" (Programme Leader). There has been a renewed effort this year to align the programmes more closely with national certificates.

The range of courses the school has been able to offer is determined by the skills of current staff. Most teachers have adapted their courses and skills to deliver the programmes, but "few are specially trained". In addition, the Programme Leader is looking to ensure that future programme developments are more closely aligned to a tertiary training course that students wish to pursue.

Success Factors

Course Content

The Programme Leader reported that students are staying at school longer because the school is offering programmes they are interested in and enjoy. She believed that this has a positive impact on their attendance.

> . . . they are happier to be here and they seem to be quite happy to want to carry on their education process. Whereas without them [the Senior Integrated Programmes] I think they would be a lot more negative than they are now. . . . I don't think that the absenteeism rate is as high as it would be if we weren't doing this [programme]. (Programme Leader)

The Programme Leader reported a lower drop-out rate. Most of the students who do leave either go to a job or into further training. She noted that the students seemed happy in their chosen programmes.

The staff members we interviewed reported that students are learning about things in a way that is more relevant to them. The Automotive Engineering Technology and Transition programmes employ more hands-on learning that is seen as more "relevant" to the students.

While pursuing an education programme they enjoy, students are also learning (and in some cases re-learning, if their earlier studies have not been successful) basic skills that are important outside school.

> They were still doing their English, maths and computing, they are still getting their basics, and in a lot of things they can still go on even if they don't do that programme . . . they have still got their basic[s] to go on now. (Previous Programme Leader)

Whānau/Family Environment

All three programme teachers reported that the students almost always stay together as a single class. As a result, students get to know each other much better and develop a "family" or "whānau" environment. Programme teachers reported that they get to know their students better on an individual basis, as they see them more often than they would in a mainstream programme. As a result, they are able to provide more effective pastoral care. Teachers view the students as part of the programme's family or whānau, and this is reflected in their aspirations for the students. Programme teachers go beyond the call of duty to ensure that their students are successful in the programme. One teacher believed that, for a large number of the students, the programme is a second chance to succeed in education.

The whānau model was seen as improving communication between parents and teachers. The school marae, where Te Pūtake students do the majority of their learning, is the focal point of the school for many of the Māori students and for their parents, who are often involved and helping out at the marae (Te Pūtake Programme Teacher). As a consequence, the programme provides a "culturally safe" environment, where Māori students feel comfortable, and where Māori teachers and students help and support one another.

Developing Aspirations and Improving Self-esteem

The previous Programme Leader commented that the programmes help students to develop their aspirations further as they start to feel empowered. The current Programme Leader noted that, at the very least, students further define what they want to do in the future by finding out what they do *not* want to do. The work experience providers also believed that the programmes help students to develop self-esteem and confidence. The Programme Leader reported that in some ways the students in the Senior Integrated Programme have a bit of an "edge" over their peers because at the end of the year they know what they want to pursue.

Students' Perspectives

Introduction

In mid-February 2002 we interviewed eighteen students (7 female and 11 male) at James Cook High School to collect information on their attitudes to secondary school before they started in the Senior Integrated Programme, why they chose to join the programme, what they hoped to gain from it, and their career and transition decisions to date.

Eight of the students were in the Automotive Engineering Technology programme, 3 in the Te Pūtake programme, and 7 in the Transition programme. All of them were involved in the programmes full-time; 17 were in Year 12 and one was in Year 13. Seven of the students identified themselves as Māori, one as Māori/Pākehā, 5 as Samoan, 2 as Cook Island Māori, and 3 as Pākehā. Data was gathered on the previous qualifications of 15 of the students. Eight students had sat one or more School Certificate subjects: one student had passed a subject, and three students had completed School Certificate Māori.[19]

Absentee data for the students before they entered the programme shows that over half of them (10) were absent from school for less than 10 percent of the 2001 school year, 4 were absent for 11-20 percent, one was absent for 25 percent, and 3 were absent for 40-50 percent of the 2001 year. The mean absentee rate for these students was 15 percent.

Students' Views on Secondary School Before They Joined the Senior Integrated Programme

We asked students about their attitudes to secondary school before they started the Senior Integrated Programme. Overall, they were inclined to be more positive than negative, as shown in Table 24.

Table 24

James Cook High School Students' Views on Secondary School Before 2002

	A lot	Quite a bit	A bit	Not much	Not much at all
Motivated by school	3	6	5	3	1
Liked school	3	7	4	3	1

Students who were positive about school reported that friendships (4), interesting schoolwork (3), supportive teachers (2), and a belief that education is the key to the future (2) were the main reasons for their views.

> [Education will] get me to where I want to go when I leave school.

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[19] School Certificate Māori results are not reported as a percentage, nor as a pass or fail; rather the students are tested on oral and written competency and given a rating between one and five.

Students who held negative views about school gave a range of reasons. A few (3) did not like the work or found it boring. Two students said they did not do the work, and one reported that he did not get along with the teachers.

> . . . I didn't want to do it [school work]. I thought I was in the wrong class, [it was] too hard.

> . . . [school work] was boring, teaching us the same stuff from last year.

A few students mentioned classes being interrupted by disruptive students.

> . . . the teacher was disrupted by people and didn't carry on with lessons.

Most of the students (13) said that their attitude to school had changed since the third and fourth form. Nine reported negative changes, giving reasons associated with the classroom; for example, they felt that the work had become more difficult. A smaller number of students (4) said their feelings towards school had become more positive. One student reported that her confidence had increased and she had learnt "not to get smart to people". Another student said that, in contrast to previous years,

> I am having fun doing what I like [at school].

Students' Overall Likes and Dislikes About Secondary School

The most frequently reported things that students liked about secondary school were their friends (14), particular subject areas (7), extra-curricular activities (5), sports (5), learning and getting qualifications (4), kapa haka and cultural performances (3), and/or particular teachers (3). All of the students said they liked some aspect of their school life. One student liked school because

> . . . of my mates and getting an education for the future, which will get you a job.

The things students disliked about school included particular teachers (5), the work being boring (4), and/or problems with peers (3). Four students said there was nothing they disliked about school.

> Mainly the students around me, they cause trouble and some of the teachers give me a hard time.

Students' Views on Their Achievement and Learning at Secondary School

We asked the students to rate, on a five-point scale, how well they had done at secondary school up until the end of 2001. Students tended to rate themselves in the middle to upper end of the scale, as either "quite well" (7) or "well" (6). When asked about their reasons, most said it was because they had attained good marks, their reports were positive, they passed exams, and/or they had acquired qualifications (8).

We asked the students to name some of the most useful things they had done or learnt at school to date. Their responses included specific subjects (6), developing specific skills (4), sport, music or cultural groups (5), and/or developing social or communication skills and confidence (4). Two students could not name anything.

Students' Views on Being Prepared for Life After School

Most of the students we interviewed (14) thought that school had prepared them either "very well" or "quite well" for life outside school. These two responses were at the top end of a five-point scale.

> I know what the outside world is like. I get a lot of information from my English teacher.

Only one student thought she was "not very well prepared" for life outside school.

> I didn't think all the subjects I was being taught were relevant to the outside world. It's only been this course that has prepared me for it . . . and it's only been four weeks!

Things That Could Help Students do Better at School

When we asked students if there was anything at school or at home that could have helped them to do better at school, over half of them (12) said there was not. Four of the students thought that more encouragement and support from their parents would have helped.

> Mum telling me to get my homework done [and] pushing me to be more organised.

A few students (2) reported that their peers at school could be distracting. One student felt that separating her from her friends would have helped her to do better. One student thought that more support from the teachers would have been beneficial.

Students' Views on the Senior Integrated Programme and Why They Decided to Join

How Students Found Out About the Programme

Most of the students (13) initially found out about the Senior Integrated Programme in 2001, through family (6), friends (4), and school pamphlets or notices (6). A smaller number (2) initially found out through the programme teachers. Most of the students (13) later received information or advice about joining the programme from school staff, with family (6) and friends (2) tending to offer more general advice. A few students (4) received specific information on programme content from the programme teachers.

Two-thirds of the students (12) had received information on other options available to senior students, mainly from teachers (5), and friends or peers (4). Teachers provided students with information on other courses available and general advice about choosing options. The information from their friends or peers (4) was about other courses available at school.

Students' Knowledge About the Senior Integrated Programme

Two-thirds (12) of the students thought that the Senior Integrated Programme was different from the other courses offered at their school. They gave three main reasons for thinking this: the programme was more practical, hands-on, or relevant (5), it was more enjoyable or fun (4), and the teachers were different from their regular teachers (4).

> . . . [the programme] is more practical work, you are actually doing the work with your hands.

Most of the students thought that the main purpose of the Senior Integrated Programme was to help students to get jobs or apprenticeships (8) or qualifications (5), to give students work experience (5), or to aid their personal development (5).

> Get life skills. You can't be shy, you've got to plan a lot of things. . . . the main purpose of the programme is to get ready for the workforce.

> . . . to give you confidence and experience in the workforce.

Why Students Joined the Senior Integrated Programme, and What They Would Have Done Otherwise

The main reasons that students gave for joining the Senior Integrated Programme were that they were interested in the subject area (8), or that they thought the programme would lead to a job (6). A few students said they were interested in gaining workplace experience (3), or did not like the mainstream or were keen for a change (3).

> . . . I want to get a better future.

Most of the students (14) said they would have stayed at school if they had not joined the Senior Integrated Programme. Two students said they would have got a job, one would have gone into tertiary education, and another was not sure.

What Students Wanted to Gain From Their Time in the Senior Integrated Programme

Most of the students (14) were hoping to gain some type of qualification from the programme. Over half (11) wanted to acquire some job-related skills or improve their job prospects (9).

> . . . knowing how to talk to people, communicate, customer service and team work [skills].

> A Level 1 qualification—motor body technician.

Some students (7) were hoping to improve their self-esteem and to develop more confidence and motivation. A few (3) were hoping to experience what it was like to work, and two wanted to develop a stronger sense of career direction.

Students' Initial Response to the Senior Integrated Programme

Over half of the students (10) had no concerns about joining the Senior Integrated Programme, and two-thirds (12) did not think there was anything that would stop them from finishing the programme.

> My family keeps telling me to go hard for that course . . . it helps you for your life.

> The Pūtake class is good for me this year and I have a good chance to succeed this year.

The other six students gave a mix of reasons for thinking they might not finish the programme, including possible attendance at church conferences overseas, not being able to get to work experience placements, or getting pregnant.

Students' Career Plans and Access to Information

The courses in the Senior Integrated Programme were related to the type of job or career that over half the students (11) would like in the future. Nearly all the students (17) viewed the programme as leading to a job, and all but one of these students felt that the job would be related to their current course of study. A few students (4) said they would try to get a permanent job when they finished the course.

Half the students (9) thought that the Senior Integrated Programme led on to further training, and six students could name a specific course of study. Over half the students (10) thought that they would undertake further training when they left school.

Nearly all of the students (17) said they would like to get more educational qualifications in the future; nine of them were aiming for a training course that was related to their current course of study. Just under half the students (8) identified potential barriers that could affect their ability to get as much education as they would like, the most common being money-related problems (3) or peer pressure (2).

Most of the students (16) had an idea of the type of job or career they would like to pursue. Nine of the students had received information or advice about this career, mostly consisting of general information from a family member (5).

Summary

The Senior Integrated Programme was developed as part of the school's overall strategy to meet the needs of its changing clientele in the early to mid-1990s. Nine programmes are being offered in 2002, servicing nearly two-thirds of the senior school population. This growth is evidence of the programme's success.

James Cook High School has developed strong relationships with external providers of training and work experience who have been more than willing to be involved in the programme. The relationship with MIT looks to be beneficial for the students because it provides clear pathways from school into a tertiary institution. The building of the school marae was also due in part to strong support from the community, and the marae has become a home away from home for many current and former students.

Students see the programme as leading to qualifications and further training, which for many students were related to their current career plans. Most students have the opportunity to work towards a national certificate in their chosen field of interest. All of the programmes include unit standards that can be used as part of a further qualification. One uses unit standards to lead students into the traditional senior school qualifications such as Sixth Form Certificate and Bursary. The new Programme Leader has placed renewed emphasis on ensuring that students complete (or go near to completing) a full qualification while they are in the Senior Integrated Programme. For many of the students we interviewed, the renewed emphasis has come at an important time in their schooling life.

THE NATIONAL CERTIFICATE GATEWAY PROGRAMME AT AUCKLAND GIRLS' GRAMMAR SCHOOL

Introduction and Background

This case study describes the Gateway programme that was introduced at Auckland Girls' Grammar School in 2001, and its place within the two-year National Certificate programme that has been offered at the school since 1994. The information presented has been drawn from school documents and data, interviews with those involved in delivering the programme, and interviews with 19 of the students currently enrolled in the programme. The school staff we interviewed included the National Certificate Co-ordinator, a programme teacher, and the Gateway Co-ordinator. An informal discussion was also held with the school principal. In addition, we interviewed three of the work placement providers from the retail, business administration, and communications sectors.

The Characteristics of the School

Auckland Girls' Grammar is a decile 3, inner-city school with a roll of 1,259 students and an additional 94 overseas students who pay full fees. The students attending Auckland Girls' Grammar School come from a wide range of ethnic and socio-economic backgrounds. In 2002 the school roll (excluding the fee-paying overseas students) was 27 percent Pākehā, 20 percent Māori, 17 percent Samoan, 12 percent other Pacific Nations, 13 percent Asian, and 11 percent students of other ethnicities. Up to 60 percent of the student population live outside the school's geographic enrolment zone, and students come to the school from throughout the Auckland region. Over the last two years the nature of the school population has begun to change in response to new zoning regulations, and it is expected that the school decile will increase accordingly. Table 25 provides a breakdown of the school roll (excluding overseas students) by year level, from 2000 to 2002.

Table 25

School Roll by Year of Schooling (as at 1 March)

	Year of Schooling					
Year	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2000	284	233	252	232	172	1248
2001	298	269	223	247	211	1173
2002	301	299	257	205	197	1259

The National Certificate Gateway Programme

The History and Development of the National Certificate Programme

The National Certificate programme, into which the Gateway programme has recently been incorporated, was set up in 1994 to address the needs of students for whom the current senior school curriculum was not considered appropriate. There was concern about the low achievement levels of such students, the lack of an appropriate programme for them, and the number leaving school without qualifications.

Before the advent of unit standards, the only external qualification for these students was the New Zealand Diploma of Business, which they could complete at a tertiary institution.

> We lost seventh formers. It was difficult to provide them with a worthwhile programme—a nationally recognised programme that students could complete whilst at school. (Gateway Co-ordinator)

The National Certificate programme came about as a result of a number of innovations at the school in anticipation of the Curriculum Framework. A detailed account of these innovations can be found in Wilson (1998).

The Skills Pathway initiative that came in with the New Zealand Curriculum Framework in 1993 allowed the school to diversify. Initially, a variety of alternative courses were offered and students could pick and choose from a wide range of unit standards. However, there was no goal for these students in doing the unit standards, as they were not completing a full qualification. In an attempt to address this problem, a course structure was developed that gave students less choice than previously, but provided the opportunity to leave school with a complete national certificate. Once this goal was established and seen as achievable, teachers reported a noticeable improvement in student motivation, commitment, and attendance. Auckland Girls' Grammar School now offers a full-time, two-year programme for students in Years 12 and 13 that enables them to finish school with at least one (and up to four) Level 2 national certificates.

The Gateway Programme

Auckland Girls' Grammar School was selected along with 25 other schools to pilot the Gateway programme in 2001 and 2002. Gateway is a Skill New Zealand initiative that aims to strengthen the range of career pathways available to students by providing them with both traditional and workplace learning. As part of the programme, students may be assessed against unit standards in their work placements as well as at school.

Although a few students with low grades in Sixth Form Certificate are selected to be part of Gateway, most come from the Year 12 National Certificate programme in which they have taken generic Level 1 unit standards in Computing, Communication Skills, Business Mathematics, and Hospitality. In 2002, 35 out of 49 (71 percent) of the Year 13 students in National Certificate classes are also part of Gateway. They continue to attend National Certificate classes but also take part in the on-the-job training component of the

Gateway programme, which involves being assessed against unit standards while on work placements.

Each student does an eight-day block of work placement in each of the four terms of the year. They can choose to specialise in one of the following areas: Tourism, Hospitality, Business Administration, or Computing. In addition, all students do classes in Business Mathematics, Service Sector, and Communications, within which they complete core generic unit standards that contribute to the National Certificate in Employment Skills.

Work Placements and Links With External Providers

Work Placements

Where possible, students are given work placements that support their career aspirations and complement the subject areas they are specialising in at school. When students go into a work placement, they take with them a pack containing information on the National Certificate Gateway Programme and a profile of themselves. Employers are given information on what has been covered at school and the skills that students have. The Gateway Co-ordinator maintains contact with employers with site visits and phone calls. The National Certificate Co-ordinator commented that the shyness of many Pacific Nation students when starting a work placement is something that commonly needs to be explained to employers.

The school has an open-door policy for employers, who inform the school of student absences or any problems that arise. Employers also provide feedback about the students on work placement and the programme in general when filling out the school evaluation forms. There is further opportunity for parents, staff, and employers to share information during parent evenings run by the National Certificate Gateway Programme.

External Providers and Organisations

The school also forms links with a number of other external providers and organisations, whose roles are summarised in Figure 2.

Figure 2

External Providers Involved in the National Certificate Gateway Programme

Provider/Organisation	Role
Auckland University of Technology	- Involved in assessment in Hospitality course.
Manukau Institute of Technology	- Moderating school assessment of Communications unit standards.
Course advisors from Unitech, Polytechnic, Auckland University of Technology	- Visiting school and talking to students and parents about the courses they offer. - Acting as mentors. - Hosting students for a day at their institutions.
Foodstuffs Private Training Establishment	- Providing learning and assessment material to school.
Women for Success	- Mentoring.
Training Opportunity Programmes	- The students who left the National Certificate Gateway Programme mid-way through 2001 went on to Training Opportunities Programmes.
Skill New Zealand	- Overseeing Gateway programme—school and employer evaluations.

School Staff

Ten staff members are involved in delivering the National Certificate Gateway Programme. All of them, apart from the National Certificate Co-ordinator, are also responsible for teaching other mainstream school subjects. A retired teacher from the school has been employed in the role of Gateway Co-ordinator for two days a week, to set up and monitor work placements, liaise with employers, students, and teachers, and carry out workplace assessments of some students.

Programme Philosophy

The aim of the programme, according to the National Certificate and Gateway Co-ordinators, is that all students will leave school with a qualification that enables them to go on to further training.

> All students are given the opportunity to leave with a qualification. There's always been a philosophy of every student meeting their potential. The climate is already here. (Gateway Co-ordinator)

The providers we interviewed reflected on the philosophy of their own organisation and its influence on their provision of on-the-job training. One spoke of the importance of helping Pacific Nation students to make the transition from school.

> [Our organisation gains the] feeling we are helping our own people develop. Students in need and workers also use this place as a stepping stone. It fits with the philosophy of the radio station—to provide a stepping stone for Pacific Island people . . . A lot of our students are not looking for jobs because they don't know how to. [Work placements] give students confidence because they know what to expect in the workplace. (Communications Provider)

The other two providers spoke of the importance of assisting students who have failed in the school system by showing them possible career pathways and enabling them to develop skills.

> [The aim is] to encourage school-leavers into our industry and show that there is a career pathway, to meet school-leavers' needs—those who struggle academically. It gives them a foot in the door. Our industry is full of people who struggled through school but they fly through our training. (Retail Provider)

Qualifications and Assessment

Students can complete both core generic and specialist unit standards at Levels 1 and 2, and are assessed against all of these standards either at school or while on work placements. Students' progress is measured through the records kept on the number and type of unit standards they have passed.

NCEA

None of the school staff we interviewed envisaged that the NCEA would affect the teaching of the National Certificate Gateway Programme, because they have already adopted the unit standards approach. As the Tourism teacher said:

> We'll carry on teaching to the unit standards which can count towards NCEA credits. [The only difference is that] NCEA has "credit", "merit", "excellence", whereas unit standards have [only] "credit" or "no credit".

The Gateway Co-ordinator commented on the ways in which NCEA will benefit the National Certificate Gateway students.

> Now there's not going to be any distinction between Sixth Form Certificate girls and National Certificate, [between] Bursary girls and National Certificate . . . Not only can they get the A level too, they are going to get a national certificate . . . so these girls won't be considered as a lower stream . . . They're just going to be back on the same par as Bursary . . . because everybody is getting a national certificate.

One of the providers also saw a number of benefits arising from the introduction of NCEA.

> The way they [NCEA] look at assessing is similar to what we do. [It might] help students see other options for getting qualifications. Schools will be doing it the same way as industry. [It might] help teachers better understand the fact that PTEs do the same sort of training and lead to a better understanding of career path development. (Retail Provider)

Funding

The main funding for the National Certificate Gateway Programme is provided by the Ministry of Education and administered by Skill New Zealand. The programme is funded on an EFTS basis. Funding from the school's Operations Grant is also used. In addition, the Hospitality and Service Sector classes receive STAR funding.

Students

The Students on the Programme

The National Certificate Co-ordinator described the students in the National Certificate programme as

> those who would have normally given up, mainly Pacific Island and Māori students.

Students are selected for Gateway from the National Certificate programme if they are considered reliable and are focused on completing national certificates. A few students are also selected if they are considered at extreme risk of leaving school without jobs or further training options.

Information and Transition Assistance Provided to Students

Information

Information about Gateway is available to all Year 12 students in the option booklet they receive in October each year. This includes general information about the programme and the qualifications it offers. All Year 12 students attend a meeting about Gateway and have the opportunity to listen to Year 13 students talking about their experiences in the programme. Once students have been selected to join Gateway, a letter is sent to their parents or caregivers, with information about the programme, and students are given pamphlets and information about the course options and requirements.

Transition Assistance Provided to National Certificate Gateway Students

The transition assistance provided to National Certificate Gateway students in Year 13 is a culmination of the support that has previously been offered, as programmes designed to support students' transition from school to jobs or further training are provided at all levels of the school.

Throughout the year, on both a formal and informal basis, students are given information, advice, and preparation on opportunities for further training and work. At the beginning of the year, the Careers Department runs a career-planning programme for Year 13 National Certificate students, and Service Sector classes provide transition support and information throughout the year.

At parent/student evenings, employers involved in Gateway and representatives from AUT, MIT, and Unitech speak about what their institutions can offer students. During the year, guest speakers from organisations such as the Police and the Army are brought into the school. Students are also taken to visit polytechnics and PTEs to get an idea of what they have to offer. Some students are paired with a teacher "buddy" who acts as a support person. The Careers Advisor interviews all Year 13 students just before they leave school, and gives career support and advice where needed. The Gateway Co-ordinator has found that

> by the end of the last term, most [students] know what they want to do.

All of the providers we interviewed reported that they too offered transition assistance and/or information to students while they were on work placements, such as giving them information about further training and explaining the transferability of the skills they were learning to other jobs.

Potential Outcomes for Students

Qualifications

In 2001, national certificates were received by 87 percent of the students doing Computing, 79 percent of students doing Tourism, 75 percent of students doing Business Administration, 67 percent of students doing Hospitality, and 54 percent of those doing Employment Skills. In total, 94 national certificates were awarded. On average, each student received two national certificates; one student left school with four certificates, and 20 left with three. Apart from two students who did not complete a national certificate, all of the National Certificate Gateway students left school with either one or two certificates.

All of the staff members we interviewed and two of the work placement providers saw qualifications as an important outcome for students on the programme.

> I think it works well for us because the bigger picture for us is the national certificate, so all our girls who go on Gateway have achieved . . . Things need to be really looked at in terms of the end product. You know it's no good, students who have got units here and there going out [into the workforce]. I mean, they'll get the skill and they can keep those credits, but there is a bigger picture. Students need to fully understand that their unit standards contribute to a variety of national certificates. (National Certificate Co-ordinator)

> They leave school with a qualification they can use straight away or which can put them ahead at polytech. (Tourism Teacher)

Job Skills, Work Experience, and Job Prospects

All of the staff members and work placement providers stressed the importance of the experiences students gain while on work placements. The Gateway Co-ordinator and one of the providers noted that work placements provide students with a reality check and help them to understand what work is really like.

> Gateway offers real-world experience…it's realistic. They think real work is like what you see on TV—standing gossiping around the water fountain . . . I don't think they understood what "working in an office" really meant.
>
> They've all got to be adults . . . This is not school! (Business Administration Provider)

Gaining job skills, particularly communication and teamwork skills, was also considered an important outcome for students.

> They learn to fit into a working environment. They learn to fit in with being a team player . . . seeing how working isn't just being individualised, it is being part of a growing team, and a lot of what they get out of it is that work ethic they get to understand that everybody fits into. (National Certificate Co-ordinator)

Two of the work placement providers emphasised the importance of the transferability of the skills that students learn while on work placements.

Other positive outcomes for students include receiving good references from employers, getting holiday jobs, making contacts, and building networks.

> We had a girl at Unitech who followed the IT technician around. She loved it. She got onto the course because she was recommended by this person who looked after her. (Gateway Co-ordinator)

Confidence and Self-esteem

All of the school staff and work placement providers commented on the increased confidence gained by students in the National Certificate Gateway Programme. The Gateway Co-ordinator spoke of the prestige of being selected for Gateway in the first place, and the level of individual attention and support the get while on the programme.

> I think they're made to feel special. Some of these kids have never achieved at an academic level and this is an opportunity for them to reach achievable levels. (Gateway Co-ordinator)

The Tourism teacher spoke of the confidence that students gain from experiencing success on the programme.

> If they were in the Sixth Form or Bursary they might be [at] the bottom of the class [but in the National Certificate Gateway Programme] the whole thing is achievable.

Both the Gateway and National Certificate Co-ordinators spoke of the increased confidence that students gain from overcoming shyness, developing communication skills, and building relationships with the people at their work placement.

> Most employers say they just blossom in maturity and confidence. (Gateway Co-ordinator)

Aspirations and Motivation

Work placements appear to motivate students to persevere with attaining qualifications in a number of ways. The National Certificate Co-ordinator noted that the initial prospect of a new work placement serves to motivate students to work hard at school because they want to feel well prepared.

> I know they wouldn't want to go out to the workplace without knowing how to do something first.

Understanding what particular jobs involve, experiencing success in work placements, and seeing the connection between getting qualifications and having a career, are also motivating for students.

> It helps them see the bigger picture very early . . . They want to get it [the national certificate] so they can work in a job like this [their placement], so it's motivating. (National Certificate Co-ordinator)

> Some of the motivation is good healthy fear. They know if they don't succeed, they'll end up with a menial job. (Gateway Co-ordinator)

> It motivates them to see that they can be successful. They see people in the workforce and think, hey, I could do that. (Gateway Co-ordinator)

> They've seen the workplace already . . . One barrier is down. It's not a totally new thing. (Communications Provider)

Both the National Certificate and Gateway Co-ordinators, and two of the work placement providers, thought that work placements help students to clarify the sort of career they want.

> It helps them find out what they'd like to do and hate to do. (Gateway Co-ordinator)

> If they say, "I don't want to work in a library," I say, "Well done." It's still valid. It [choosing a career path] is a process of elimination. (Business Administration Provider)

The possibility of completing tertiary-level qualifications while still at school may be another source of motivation for some students, especially given the cost of tertiary education.

> They're already part-way there. They're one step ahead of students who come straight from school. (Tourism Teacher)

Retention and Destination Information

Of the 56 students in the National Certificate Gateway Programme in 2001, 16 (30 percent) left part-way through the year. All but three of them went straight into employment and one left to get married. The Gateway Co-ordinator collected information on the intentions of the National Certificate Gateway students on leaving school at the end of 2001. She contacted them again at the beginning of 2002 to find out their actual destinations. Table 26 summarises her findings.

Table 26

Destinations of 2001 National Certificate Gateway Programme Students

Destination	Approx. % of students
Not known	20
Full-time or part-time employment	20
Full-time polytechnic	38
Other full-time training courses, e.g., PTEs	16
Other, e.g., got married, left part-way through year to do a TOPs course	6

Past and Current Challenges

School staff faced a number of challenges in the process of setting up Gateway and incorporating it into the existing National Certificate programme. These included overcoming the stigma associated with the National Certificate programme; finding and monitoring work placements; and coping with work placements without training plans. Staff expressed concern that work placement providers had not been better informed of their role by Skill New Zealand, and that Skill New Zealand had a different philosophy from Auckland Girls' Grammar. They also had a number of concerns about the ITOs.

The Stigma Associated With the National Certificate Programme

One of the ongoing challenges in the development of the programme has been overcoming the distinction drawn between "Bursary" and "non-Bursary" students, and avoiding a stigma being attached to the latter group. This challenge seems to have been met, as staff reported that national certificates now have high status in the school.

Finding and Monitoring Work Placements

One of the challenges mentioned by the National Certificate and Gateway Co-ordinators was the difficulty of finding and monitoring placements, especially in the tourism industry, for the 56 students in the programme in 2001. The decision was made to reduce the number of students to 35 in 2002, in order to make this process more manageable, and to provide a better quality experience for those involved by ensuring a good match between the students and their placements.

> We have opted for quality rather than quantity. (National Certificate Co-ordinator)

Work Placements Without Training Plans

While work placement providers that had training plans in place, such as Foodstuffs stores, were able to give students quality on-the-job training, school staff expressed concern about the quality of on-the-job training provided at some of the other work placements. According to the National Certificate and Gateway Co-ordinators, most of the work placement providers in 2001 did not have training systems in place. These employers were having difficulties finding enough work for the students during the 36 days of training they were required to complete as part of the Gateway programme. In some cases, students were spending most of their time doing menial jobs such as stuffing envelopes. As a result, they were getting bored and not attending their placements.

These problems were particularly prevalent in the tourism industry. The National Certificate Co-ordinator noted that, while the Aviation, Tourism, and Travel Training Organisation has developed training and assessment plans, the individual companies and agencies do not seem to be offering training plans.

> The tourism industry is just not . . . ready for training plans. They've got nothing planned for, even in a travel agency. They [the employees] are individuals. They're in there to look after themselves, to do their own little jobs. Nobody has thought about the bigger picture in trying to motivate them with training plans to carry on, to further themselves. It is very individualised, flashy . . . and it just doesn't suit our girls. It really upset and hurt a lot of the girls last year and I don't want to go through that again.

School staff adopted a number of strategies to overcome these problems. They decided to reduce the time allocated to Gateway work placements by 20 percent. The timetabling of work placements was also changed. In 2001, students did an eight-day block of work placement in Term 1, and then went out one day a week in Terms 2 and 3. The work placements in 2002 have been set up as solid blocks of time, in the hope that this improved continuity will make it easier for employers to set up quality on-the-job training programmes. In addition, students will get two different work placements rather than spend the entire year at one placement, as in 2001. This should put less pressure on employers and prevent students becoming bored.

In an attempt to improve the quality of on-the-job training in the tourism industry, the school bought the Galileo software package and included it in the school's Tourism programme, so that students could have some exposure to it before going on work placements. Galileo is a travel itinerary and ticketing application used by many travel agents in New Zealand. The hope is that employers will let students who have been exposed to the software package at school do some of the simple Galileo work, and so provide more challenging experiences for them.

A number of staff members felt that Skill New Zealand needed to take more responsibility for informing employers of their role in the Gateway programme, and of the difference between work experience and on-the-job training.

> I feel the employer needs more help. Skill New Zealand could give more support . . . could talk to employer groups about on-the-job-training and the modern apprenticeship scheme. (Gateway Co-ordinator)

Skill New Zealand Philosophy

Several staff members expressed concern about what they saw as a mismatch between the philosophies of Skill New Zealand and Auckland Girls' Grammar School. For the school, the main aim is to get students into further training, and the primary value of on-the-job training is to enable students to get unit standards accredited.

> Skill New Zealand seems more job-focused. Auckland Girls' Grammar is, for many students, more focused towards further training. This is to encourage students, if they can see that achieving a certificate can lead to a diploma which can lead to a degree. (Gateway Co-ordinator)

The Gateway Co-ordinator was concerned that the Skill New Zealand focus on jobs meant that students, particularly Pacific Nation students, might miss out on opportunities to go on to tertiary training. She saw tertiary training as an opportunity for these students to be exposed to a wider range of options than they would otherwise experience, because many of their parents worked in unskilled jobs.

The Role of ITOs

School staff raised a number of concerns about the role of ITOs and their involvement in the National Certificate Gateway Programme. These included:

- the difficulty of getting information from the ITOs;
- the expense of doing an assessor's course, and of belonging to an ITO;
- the difficulty of finding a lecturer to teach the workplace assessor's course, and of finding someone to assess school staff members as assessors;

- the increased cost of paying for assessors in the future, when Level 4 and 5 units are offered (the school is registered to assess only up to Level 3);
- the feeling that, when ITOs were involved in workplace assessments, they did not have the same level of interest in and commitment to the students as the teachers.

Initially, staff had the perception that ITOs felt threatened by teachers becoming assessors, and that they would prefer schools to pay them to do the assessing. However, staff indicated that they now feel supported by the ITOs involved.

Other Challenges and Concerns

A number of other challenges and concerns regarding the National Certificate Gateway Programme were mentioned during the interviews.

- Students' skills in the areas of programming, technical work, and web design were not at a high enough level to make the most of work placements in the Information Technology industry.
- Sometimes students enter the programme thinking it will be an easy option in which they do not have to do much work.
- Some Gateway students get behind in their school subjects as the amount of time allocated to work placements means they have less class time at school than the year 13 National Certificate students.
- Some employers are unprepared for the initial shyness of the students on work placements, especially Pacific Nation students who sometimes need time to become more confident in a hierarchical work environment.
- Some employers may feel threatened when the Gateway Co-ordinator goes in to a work placement to do student assessments.
- Employers find the administration requirements of Skill New Zealand onerous and time-consuming, especially the evaluation form.

Challenges Faced by Work Placement Providers

One of the providers in the study echoed the concern expressed by school staff about students receiving appropriate training in work placements. She spoke of the difficulty of finding appropriate tasks for students to do and finding appropriate staff members to supervise them, especially at busy times for the organisation.

Two of the work placement providers spoke of problems arising from a mismatch between the students' interests, needs, and abilities, and the nature of the workplace they are assigned to.

> If they are not interested it wouldn't work—if they went to the wrong place. It's important they go where they would like to be. The people and the structure of the business has to be right for the student. (Communications Provider)

> They [the students] need a certain amount of competency. One girl needed so much help it became impossible. I need to achieve a certain amount. I can't slow down too much to accommodate a really slow learner. (Business Administration Provider)

Two providers would have liked a clearer idea, either from the school or from the students themselves, of how to meet the needs of the students placed with them.

> [We need to] be more aware of getting feedback from students about what they want as a career path so that we can more directly target this. (Communications Provider)

All three of the providers we interviewed commented on the need to plan work for students so that it fitted in with their own and the organisation's timelines and workloads. At times, this involved providers making sacrifices with regard to their own workloads. Two providers spoke of problems that arose when students did not arrive at work when they were expected. One of the providers found it difficult when a student placed with her left part-way through the year, and two other students were pulled out because they got behind with their schoolwork. At times, these unexpected changes affected the workload of other staff members, who had to pick up the extra work themselves.

One provider expressed concern about the low level of difficulty of the unit standards that students at her workplace were expected to cover.

> The unit standards level is so low. You're setting students up for failure by making them think they're achieving when doing things like using a hole punch. (Business Administration Provider)

One provider who is part of a PTE noted that one of the challenges he faces when working with schools is working out what training to offer and ensuring that teachers deliver the unit standards in a way that his PTE is happy with. He described the process as one of "smoothing that out and getting an understanding of our expectations to schools".

Two of the providers considered that the programme could be improved by better communication.

> If there were time and money to spend talking between the schools, the stores, and ourselves it would go better. (Retail Provider)

Planned Improvements and Changes

Unless continued funding is available, Auckland Girls' Grammar School does not intend continuing with the Gateway programme after the pilot is finished. The school will continue running the two-year National Certificate programme that was in place before the pilot. Subject to funding, the school does intend incorporating some of the features of

Gateway that it found to be successful, such as the provision of ongoing work placements and the assessment of students against unit standards in these placements.

The National Certificate Co-ordinator would like to see web design included in the programme as a way of helping students engage better with the Information Technology industry. She would also like to see the programme move into sports, as many National Certificate students have interests and skills in this area.

Success Factors

Staff and providers considered the National Certificate Gateway Programme to be successful for a number of reasons. These include:

- students can complete national certificates and are set up for achieving success;
- the course structure allows students to stay together as a group for blocks of time;
- the school-based work relates to work placements and is seen as relevant;
- work placement providers show empathy and goodwill towards students;
- the programme is supported by the school staff as a whole.

Students are Set Up for Achieving Success

The National Certificate Gateway Programme supports students to achieve success in a number of different ways. One is that the subject content is new. According to the Gateway Co-ordinator, this is important because

> [students] start new subjects where there isn't a background of failure.

The fact that students are given the opportunity to specialise also helps them to achieve.

> They specialise. They are good at one thing at that level. If they were doing Bursary they'd be struggling in lots of different areas. (National Certificate Co-ordinator)

According to the National Certificate Co-ordinator and Tourism teacher, student success is also supported by the assessment options provided under unit standards. In many cases, students can be given verbal instructions and have the option to do verbal conferencing rather than written responses. The fact that assessment is pass/fail (rather than grade-based), internal, and open book, and that students can have more than one attempt at passing, also helps them to achieve.

According to the Retail Provider, the Gateway programme sets students up for success by providing a safe learning environment.

> Gateway is a safe environment in which you can see what work is like. It gives them a good environment to learn from their mistakes. You can make mistakes you might not be able to make, out in industry.

Qualifications

In the eyes of the National Certificate Co-ordinator, the fundamental success of the programme is due to the fact that it is structured to enable students to complete up to four national certificates by the time they leave school. This sets students up with a history of success and gives them a head start at tertiary institutions such as polytechnics.

Course Structure

The fact that the programme is flexible and can be adapted to meet the needs of individual students was also seen as contributing to its success. In the words of the Gateway Co-ordinator:

> The timetable is organised to fit the student.

The students on the programme spend longer blocks of time together as a group than those doing Bursary subjects, and have whole days where they work together. The bond that develops between the students was seen as a factor in the programme's success. The National Certificate Co-ordinator described the students as "a close group". A related factor is the level of rapport established between the teachers and students on the programme, made possible by the greater amount of contact time they have.

Relevance

School staff and work placement providers spoke of the obvious relevance of the units and the clear link between the qualifications and their application, both of which make the programme suitable for the type of students involved.

> . . . they'll learn the theory here at school, then they've got the opportunity of applying that theory out in the workplace. (National Certificate Co-ordinator)

> They come out with practical, applicable skills. (Business Administration Provider)

Employer–student Relationships

The Gateway Co-ordinator spoke of "employer empathy" as being an important factor in the programme's success. The extra time and effort taken by employers in providing on-the-job-training and pastoral care, as well as paid holiday or part-time work and character references, are a few examples. This goodwill is demonstrated by comments made by the providers we interviewed.

> Stores make exceptions. They employ students at times they don't really need staff. (Retail Provider)

> I really like teenagers and I'm a sook. Kids don't know what they want to do when they leave school. (Business Administration Provider)

Staff Support

Having enough staff support was also considered an important factor in the success of the programme. The National Certificate Co-ordinator noted that the employment of a Gateway Co-ordinator to set up work placements made the workload manageable.

> One of the good things with us [is], we are able to employ a Gateway Co-ordinator. [I hope] we can have that person when the pilots are finished, because it is time consuming and [it] would be difficult to do this and teach as well.

The National Certificate Co-ordinator also commented on the support that comes from the staff in general.

> The school as a whole are really good. I mean, even last year, with the girls going out, [when] they were spending a whole day from their classes, they [the other teachers] were really supportive. If they had problems with some of the girls who were really lagging behind in their work, they took them out [of the programme] and made them stay at school. That whole day they spent catching up. So school-wide we have a lot of input from teachers... And the Deans are all a help too. I always let them know what is happening with the students. If they have problems with the students they let me know . . .

Students' Perspectives

Introduction

Nineteen Year 13 students were interviewed at the beginning of 2002 about their attitudes to school before they joined the Gateway programme, their reasons for joining, their future aspirations, and the transition information they had received. Twelve of the students identified themselves as Pacific Nation (3 Samoan, 2 Tongan, 2 Fijian, 2 from other Pacific Nations, and 3 from more than one Pacific Nation), two as Māori, two as Pākehā and Pacific Nation, one as both Māori and Pākehā, and two as Asian. Nine students were specialising in Tourism, and ten in Business Administration. Most of the students were full-time in the Gateway programme, but five were taking other mainstream school subjects.

At the time of the interviews, four of the students had passed one School Certificate subject and the rest had not passed any. Seven students had completed a National Certificate in Hospitality, Level 1. Eight students had taken one Sixth Form Certificate subject. Six students had taken between two and five Sixth Form Certificate subjects, but only four had got above a seven (the school's prerequisite for doing Bursary) for one or more of their subjects. All of the students had gained credits towards national certificates during Year 12, with the number of credits per student ranging from 21 to 55.

Before the students entered the National Certificate programme, their absentee rates were relatively low, and remained low during the first year in the programme. In 2000, absentee rates for the 18 students for whom data was available, ranged from 1 percent to 19 percent, with an average of 8 percent. In 2001 they ranged from 1 percent to 16 percent, with an average of 8 percent.

Students' Views on Secondary School Before They Joined Gateway

The students' attitudes towards secondary school before joining Gateway tended to be positive, as shown in Table 27. As the students were in their second year of the National Certificate programme at the time of the interviews, their experience in the programme will have contributed to their attitudes.

Table 27
Auckland Girls' Grammar School Students' Views on Secondary School Before 2002

	A lot	Quite a bit	A bit	Not much	Not much at all
Motivated by school	6	8	3	2	-
Liked school	6	8	4	1	-

The most frequently mentioned reasons for liking school were friends (6) and the perception that school prepared them well for the future (5). Several students also mentioned good teachers, learning in a general sense, interest in the work covered, getting qualifications and/or good marks, and being in the senior school.

> It's leading you into the adult life, gearing you up to expect different things.

The reasons given for not liking school much included the work being boring or too hard, and distractions caused by other students.

> The courses that I was doing were too difficult for me at the time. I had a lot of distractions like friends.

Most students (13) said that their attitude to school had changed since the third and fourth form. Over half of these students (8) now liked school better, because of being in the senior school, finding school less daunting, and becoming more aware of the importance of school.

> As you get older you understand why school is important to attend. You understand the opportunities—things to lead you into a career.

The most common reason that students gave for liking school less since the third and fourth form was that the work got harder (5).

> I liked it a lot in the third and fourth form. All the pressure came on to me in the fifth form with School Cert.

Students' Overall Likes and Dislikes About Secondary School

The most frequently reported things that students liked about secondary school in general were friends (17), particular teachers (9), and particular subject areas (8). Several students also mentioned interest in schoolwork and extra-curricular activities.

One of the most frequently reported things that students disliked about school was particular teachers (5). Another was having to get up early, and the time spent getting to school (6). This is in part a reflection of the number of students travelling from other parts of Auckland. One student described having to get up at 5.30 in the morning to catch a bus from South Auckland in order to get to school on time.

Students' Views on Their Achievement and Learning at Secondary School

When asked to rate, on a five-point scale, how well they had done at secondary school up until the end of 2001, just under half of the students (8) rated themselves at the upper end of the scale ("very well" or "quite well"). Just under half (8) rated themselves in the middle ("well"). Only a few students selected "not very well" and none selected "Not at all well".

The most common reasons that students gave for rating themselves as having done "well" or better were their marks, reports, exam results, and/or qualifications (10). Several students mentioned the fact that they were still at school, and/or that they completed their work.

> Because I got some qualifications. I thought I would never actually get them.

> I'm still in school. My behaviour is all right. I haven't passed any exams but I've gained some unit standards.

The reasons given by the few students who rated themselves at the lower end of the scale were that they did not try hard enough and/or pay enough attention at school, and that they did not get good marks or reports and/or pass exams.

> 'Cause when I'm in class I don't listen to the teacher. I sit around and talk. I didn't pass School Cert. I didn't do Sixth Form Certificate . . .

When we asked the students to name some of the most useful things they had done or learnt at secondary school up until the end of 2001, the most frequently mentioned things were social skills, confidence, and/or communication skills (10), and specific skills in areas such as computers (8).

> How to communicate—different ways to communicate between friends and other people in different cultures.

How to use computers.

Other things that students identified as being useful included specific subject areas, learning about life and/or work in a general sense, and sporting, cultural or musical activities.

Students' Views on Being Prepared for Life After School

When asked to rank on a five-point scale how well secondary school had prepared them for life outside school, most students said "very well" (7) or "quite well" (7), and the rest (5) said "well". The most common reasons they gave for their rating were having been taught life or job skills (6), having been taught interview skills and/or how to write a CV (5), having attained qualifications (5), and having developed social skills, communication skills, and confidence (4).

> School taught me how to stand up for myself, be polite when needed, communication skills—all that, being punctual.
>
> They helped us to gain all our unit standards, taught us a lot, told us what it's like going for jobs—what we had to do, and what we needed.

Things That Could Help Students do Better at School

Most of the students (12) thought they might have done better at secondary school if things had been different either at school or at home. The most frequently mentioned things that could have made a difference at home were more encouragement and motivation from parents (3), fewer family commitments (3), and less distraction and/or noise (3).

> A little more encouragement from my parents, a quieter working space (I come from quite a large family), more time to work . . .

Several students (4) thought that more help from teachers might have helped them do better at school. Approximately one-quarter of the students (5) felt that an improvement in their own motivation and self-discipline might have made a difference to their achievement.

> If I had listened and paid attention in class.

Students' Views on Gateway and Why They Decided to Join

How Students Found Out About the Gateway Programme

Nearly all of the students (16) found out about Gateway in 2001, and a few found out at the beginning of 2002. The most common source of information was the programme teachers (9). Other sources included the school's Careers Advisor, mainstream teachers, friends, family, and pamphlets about the programme.

Most of the students (14) reported receiving additional advice or information about joining the Gateway programme, mostly from the programme teachers (7). Several students mentioned other sources such as mainstream teachers and friends.

Only a few students said they had received any advice or information about other school subject options for 2002. This information came from a range of sources including the Careers Advisor, Gateway programme teachers, and family members.

Why Students Joined the Gateway Programme, and What They Would Have Done Otherwise

The most frequently mentioned reasons for joining the Gateway programme included the perception that it would lead to a job (7), the provision of workplace experience (6), and because a teacher had suggested they join (6). Other reasons included interest in the subject area (5), and the possibility of gaining qualifications (4).

> I'm hoping to work in tourism. We go to places good for us in the future . . . getting qualified for future jobs. We get good experience of work.

Most of the students (14) said they would have stayed at school if they had not joined the Gateway programme.

Students' Knowledge About the Gateway Programme

Most of the students (14) thought that the Gateway programme was different from the other courses offered at their school. The most frequently reported difference was the inclusion of workplace experience (7). Several students mentioned other differences such as the subject content being new, the work being more fun, and the work being easier to understand.

Approximately half the students (9) thought that the main purpose of the Gateway programme was to provide students with experience in a job or range of jobs, and to help students get qualifications (8). Helping students to get jobs, and providing students with practical work skills, were each mentioned by approximately one-quarter (5) of the students.

> To let girls have a chance to see what it's like in the workplace and see if that's what they want to do in the future.
>
> So when we leave we can leave with qualifications, so we don't have to repeat any of the programmes at AUT.

What Students Wanted to Gain From Their Time in the Gateway Programme

The things that most students wanted to gain from being in the Gateway programme were qualifications (16), work-related skills (13), some form of personal development (12), and new experiences (9). Also mentioned were job prospects (5), and career goals (4).

> The right qualification to get into the Business Administration course at AUT.
>
> I want to try different types of jobs and find out what they're like.
>
> Experience in how to work in the office, how to communicate with other workers.
>
> I want to be a little more independent. I want to be able to work more in a team. I want to pick up my confidence.

Students' Initial Response to the Gateway Programme

A number of students made positive comments about their initial experiences of the Gateway programme.

> I think it would be a good experience. It might make me think ahead.
>
> Mainly it is my teacher. She has really helped me and guided me.

Most of the students (14) said they did not have any worries about joining the Gateway programme. For those who did, the two main areas of concern were the workload or work difficulty, and getting on with people in the workplace. Most of the students (14) did not think there was anything that might prevent them finishing the programme.

Students' Career Plans and Access to Information

Over half of the students (11) said they planned to go on to a tertiary training course when they completed the programme, and just over one-third (7) said they planned to get a job.

Nearly all the students (18) said they would like to get further qualifications in the future, and most of these (11) referred to qualifications related to the Gateway programme. A few were aiming for other qualifications, and a few were unsure about the type of qualification they wanted. Although most of the students (15) considered that the Gateway programme could lead them to further training, only a couple could give specific details of possible pathways, and six had only a vague idea.

Over half of the students (11) identified things that might prevent them from getting the type of education they would like in the future. These included financial reasons (4), family reasons (2), workload or work difficulty (2), and getting the prerequisite qualifications (2).

Nearly all of the students (17) had an idea of the career or job they wanted in the future. In most cases (14), the job was related to the area they were specialising in as part of the Gateway programme. Nearly all of the students (17) considered that the Gateway programme could lead them to a related career. Over half these students (10) had received information or advice about this possible career, mostly from the Gateway programme teachers (5). A few students mentioned other sources, including family, friends, the Internet/Kiwi Careers, and print material such as course pamphlets.

Summary

The majority of the students in this case study joined Gateway at the beginning of 2002 with positive attitudes towards secondary school. These attitudes may in part have been due to the year they had already spent in the National Certificate programme. Most of the students saw themselves as having achieved well, and reported liking and feeling motivated by school. Most also considered that they had been well prepared for life beyond school. The fact that over half the students planned to attend tertiary institutions on leaving school suggests that the emphasis Auckland Girls' Grammar School places on the importance of qualifications may have had some impact. However, at the time of the interviews, most students were not yet able to give specific details of their possible tertiary pathways.

Staff and providers considered the Gateway programme at Auckland Girls' Grammar School to be successful for a number of reasons. Gateway was incorporated into an existing programme that had been developed and refined over a number of years. Students can move seamlessly into the Gateway programme after spending a "foundation year" in the National Certificate programme in which they have already gained credits in related unit standards. This makes it possible for students to leave school with completed national certificates.

The structure of the timetable and the assessment options provided by unit standards make it easier for staff to build rapport with students and cater for their individual needs. Staff considered that the inclusion of Gateway has enhanced the Year 13 component of the National Certificate programme, through increased contacts with employers and the provision of ongoing on-the-job training. The fusing of the National Certificate programme at Auckland Girls' Grammar School and Skill New Zealand's Gateway programme has produced a course that is considered to be successful for the students at the school.

This case study shows that there are challenges involved in the implementation of Gateway. Finding work placement providers, and establishing and maintaining working relationships with them, all takes time. In turn, providers need time to come to terms with the Gateway requirements, especially if they do not already have training plans. It takes time for school staff to become accredited as workplace assessors, and to adjust to working with ITOs. The sustainability of Gateway is another issue, as the programme cannot be run on STAR funding and the school's Operations Grant alone.

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APPENDIX A

NZCER Research Project: Innovative Pathways

XXX February 2002

Dear Student

What is the Innovative Pathways project about?

NZCER is conducting a three-year research project on school programmes that help students move from school into jobs or further study. We will be carrying out case studies of seven programmes such as the XXX at XX High School you have joined. Your school has agreed to take part in this project.

Who will benefit?

The results from the research will help others understand how the programme helps students get skills, qualifications, and/or jobs.

What we are asking of you

As part of this project we would like to interview you about why you decided to join the programme, what you are hoping to get out of it, and your plans for the future. Altogether, we would like to carry out three interviews with you;

- The first interview will be held in the first term of 2002 when we visit your school,
- the second when you leave the programme, and
- the third, six months after you have left the programme.

In addition we would like to interview one of your parents/caregivers and some of the people involved in running the programme.

As part of this project some background information about the students participating in the study will be collected from your school. This research will have no effect on your grades for school assessment.

Your help with this project would be greatly appreciated.

Thank you

We will be giving each student who takes part in the interviews a $10 music or book voucher to say thank you for taking part.

Confidentiality

- Any information collected for this project will be confidential to members of the research team.
- You may have access to any of the information you give us, at any time, to change or correct any comments recorded.
- You may leave the project at any time if you wish.

How will the results of the study be reported?

Two reports and an article for teachers will be written using the results of this research. These will be sent to the teachers at your school and will be available for you to read. A summary of the results will be sent to you at the end of the study. You will not be named in any of the information produced.

Please let us know if you are able to participate in this project by filling in the green form and returning it to school.

If you have any questions about the research, please contact Sally or Sue at the phone number, address, or e-mail below.

(04) 3847 939
NZCER
PO Box 3237
Wellington
E-mail: sally.boyd@nzcer.org.nz E-mail: sue.mcdowall@nzcer.org.nz

Thank you for your time.

Yours sincerely

Sally Boyd
Researcher

Student Consent Form
NZCER Research Project; Innovative Pathways Study

I have read the letter about the Innovative Pathways project and I understand the reasons for the study.

I understand that:

- the project lasts about three years,
- I may leave the project at any time without giving a reason,
- the information I give is confidential and will only be seen by the researchers working on the project,
- the information from the project will be used in two reports, and in an article for teachers,
- I will not be named in any reports or articles produced from the project, and
- I can get information from the project at any time.

Please tick one of the following:

☐ I **agree** to be interviewed. ☐ I **do not agree** to be interviewed.

Your name: ……………………………………………………

Your school name: ……………………………………………………

Your home address: ……………………………………………………

……………………………………………………

……………………………………………………

Your home phone: (0) ……………………………

Your signature: ……………………………… Date: ………………

Please return this form to school.

APPENDIX B

Initial Student Interview

Student code: ______ MOE:______ Prog.______ Date:______ Int. initials:_____

This interview is part of a study NZCER is doing on programmes such as PROGRAMME that help students move out of school and into jobs or further study. We would like to find out why you decided to join PROGRAMME, and how PROGRAMME could help you get skills, qualifications, work experience, or a job.

This interview should take about 30 minutes. You do not have to answer any questions you are uncomfortable with. This interview is confidential. The information you give me will be seen only by the researchers working on this study. You will not be named in any reports from this study.

Do you have any questions before I start?

Study Programme

I will begin by asking you some questions about how you decided what to do this year.

1) What courses are you taking this year? *(Prompt for school subjects, PROGRAMME, courses/training provided by other providers, other.)*

a) Programme ____ **a** 1 2 3
____ 4 5 6
____ 7 8 9

b) Other ____ **b** 1 2 3
____ 4 5 6
____ 7 8 9

2) When did you first find out about PROGRAMME?

____ 1 2 3
____ 4 5 6
7 8 9

3) How did you find out about PROGRAMME? *(Tick as many as needed.)*

- ☐ a) School careers/transition advisor
- ☐ b) School PROGRAMME teachers
- ☐ c) Other teachers
- ☐ d) Pamphlets/notices ______________________
- ☐ e) Employers, industry/workplace representatives
- ☐ f) Friends
- ☐ g) Family
- ☐ h) Other ______________________

4a) Did you get any information or advice about joining PROGRAMME?
1) Yes **2) No** **3) Not sure**

4b) *(If yes)* Where did you get the advice from and what advice did you get?

a) *School careers/transition advisor*

What advice/info? ______________________________

____

____

a 1 2 3
4 5 6
7 8 9

b) *School PROGRAMME teachers*

What advice/info? ______________________________

____

____

b 1 2 3
4 5 6
7 8 9

c) *Other teachers*

What advice/info? ______________________________

____

____

c 1 2 3
4 5 6
7 8 9

d) *Workplace experience/employers*

What advice/info? ______________________________

____

____

d 1 2 3
4 5 6
7 8 9

e) *Tertiary providers, e.g., university/polytechnic liaison officer*

What advice/info? ______________________________

____

____

e 1 2 3
4 5 6
7 8 9

f) *Family*

What advice/info? ______________________________

____

____

f 1 2 3
4 5 6
7 8 9

g) *Friends/peers*

What advice/info? ______________________________

____

____

g 1 2 3
4 5 6
7 8 9

h) *Other*

What advice/info? ______________________________

____

h 1 2 3
4 5 6
7 8 9

5a) Did you get any information or advice about other options for this year apart from joining PROGRAMME?

1) Yes **2) No** **3) Not sure**

5b) *(If yes)* Where did you get the information/advice from and what information/advice did you get?

a) *School careers/transition advisor*
What advice/info? ____________________
____

a 1 2 3
4 5 6
7 8 9

b) *School PROGRAMME teachers*
What advice/info? ____________________
____

b 1 2 3
4 5 6
7 8 9

c) *Other teachers*
What advice/info? ____________________
____

c 1 2 3
4 5 6
7 8 9

d) *Workplace experience/employers*
What advice/info? ____________________
____

d 1 2 3
4 5 6
7 8 9

e) *Tertiary providers, e.g., university/polytechnic liaison officer*
What advice/info? ____________________
____

e 1 2 3
4 5 6
7 8 9

f) *Family*
What advice/info? ____________________
____

f 1 2 3
4 5 6
7 8 9

g) *Friends/peers*
What advice/info? ____________________
____

g 1 2 3
4 5 6
7 8 9

h) *Other*
What advice/info? ____________________
____

h 1 2 3
4 5 6
7 8 9

6) What made you decide to join PROGRAMME? *(Tick as many as needed and **write answer**.)*

☐ a) Workplace experience
☐ b) Leads to a job
☐ c) Qualifications, e.g., unit standards
☐ d) Interest in the subject area
☐ e) Doing well in related subject(s)
☐ f) Friend(s) were joining PROGRAMME/suggested I join
☐ g) Teacher suggested I join
☐ h) Family suggested I join
☐ i) Other ______________________________ j 1 2 3
______________________________________ 4 5 6
______________________________________ 7 8 9

7a) Is there anything different about PROGRAMME compared to the other courses at your school?

1) Yes **2) No** **3) Not sure**

7b) *(If yes)* What is different? *(Tick as many as needed.)*

☐ a) Workplace experience
☐ b) Non-school provider or off-site learning (e.g., polytechnic)
☐ c) Subject/content is new
☐ d) Flexibility, e.g., you can finish unit standards
☐ e) Easier work/easier to understand
☐ f) Structure of the day is different from normal school timetable
☐ g) Assessment style (e.g., no tests)
☐ h) Other ______________________________

8) What would you have probably done this year if you had not joined PROGRAMME? *(Code **one** only and write answer.)*

1) Not sure
2) Stayed at school
3) Gone to another school
4) Gone to a tertiary training course
5) Got a job
6) Travelled overseas
7) Left school without a job
8) Other ____________________

____
____
____

9) What are most of your close friends doing this year? *(Tick as many as needed and **write answer.**)*

☐ a) Not sure
☐ b) At school doing PROGRAMME
☐ c) At school but taking other courses
☐ d) At another school
☐ e) At a tertiary training course
☐ f) Working
☐ g) Travelling overseas
☐ h) Left school without a job
☐ i) Other ______________________________

____

____

10a) Will you be doing any paid work this year? *(Code **one** only.)*

1) Not sure ***(go to q11)***
2) No ***(go to q11)***
3) Yes – mainly holidays
4) Yes – irregular/casual
5) Yes – regular part-time work during the term
6) Other ____

10b) What work will you be doing? *(Tick as many as needed.)*

☐ a) Not sure
☐ b) Retail (e.g., supermarket)
☐ c) Hospitality (e.g., cafe)
☐ d) Delivering papers
☐ e) Cleaning
☐ f) Babysitting
☐ g) Manual labour (e.g., lawn mowing)
☐ h) Feeding pets
☐ i) Office work
☐ j) Other ____

10c) Does this work relate to the course you have enrolled in?

1) Yes **2) No**

10d) How many hours a week on average will you work during **term time**?

__________ hours

10e) Do you think this part-time work will have any effect on your schoolwork?
1) Yes **2) No** **3) Not sure**

10f) *(If yes)* Please describe.

f 1 2 3
4 5 6
7 8 9

Outcomes

I am now going to ask you some questions about what you expect to gain from PROGRAMME.

11) What do you see as being the main purpose of PROGRAMME? *(Tick as many as needed and* ***write answer****.)*

- ☐ a) Not sure
- ☐ b) To help students get jobs
- ☐ c) To help students get qualifications
- ☐ d) To give students experience in a job/range of jobs
- ☐ e) To give students practical work skills
- ☐ f) To help students find out about the qualifications needed
- ☐ g) Other

h 1 2 3
4 5 6
7 8 9

12) What are you hoping to get out of PROGRAMME? *(Use prompts below.)*

a) *Qualifications (e.g., Unit standards, National Certificate, Other)*

a 1 2 3
4 5 6
7 8 9

b) *Job skills*

b 1 2 3
4 5 6
7 8 9

c) *Experiences (e.g., what work is like)*

c 1 2 3
4 5 6
7 8 9

d) *Job prospects*

d 1 2 3
4 5 6
7 8 9

e) *Attitudes/motivation/personal development/social skills/self esteem*

e 1 2 3
4 5 6
7 8 9

f) *Career goals/sense of direction*

f 1 2 3
4 5 6
7 8 9

g) *Other*

g 1 2 3
4 5 6
7 8 9

13a) Do you see PROGRAMME leading you to a job?
1) Yes **2) No** **3) Not sure**

13b) *(If yes)* What type of work might it lead to? *(Code **one** only and **write answer**.)*

1) Not sure what type
2) Job relating to PROGRAMME
3) Other job not related to PROGRAMME
4) Other

14a) Do you see PROGRAMME leading you into *other* qualifications, courses, or training?

1) Yes **2) No** **3) Not sure**

14b) *(If yes)* What type of qualifications or training might it lead to? *(Code **one** only and **write answer**.)*

1) Not sure what type
2) Vocational/trades (e.g., hairdresser, apprenticeship)
3) Degree or higher
4) Tertiary other than trades or degree (such as polytechnic diplomas, e.g., journalism)
5) Other

15a) Can the qualifications you get in PROGRAMME be used as part of a further qualification? *(Prompt; such as a qualification you could get after you leave school, e.g., NCEA qualifications.)*

1) Yes **2) No** **3) Not sure**

15b) *(If yes)* Please describe.

b 1 2 3
4 5 6
7 8 9

16a) Do you have any concerns or worries about joining PROGRAMME?

1) Yes **2) No** **3) Not sure**

16b) *(If yes)* What are your concerns? *(Tick as many as needed.)*

- ☐ a) Not able to take other subjects because PROGRAMME uses a lot of time
- ☐ b) Missing time in other subjects (e.g., timetable clash with workplace experience)
- ☐ c) Not enjoying the subjects in PROGRAMME
- ☐ d) Not having any friends in PROGRAMME
- ☐ e) Not getting on with the teachers in PROGRAMME
- ☐ f) Workload/difficulty of work
- ☐ g) Not fitting into/getting on with people in the workplace
- ☐ h) Health and safety issues in the workplace
- ☐ i) Other ______________________________

17a) Are there any things that might stop you from finishing PROGRAMME?

1) Yes **2) No** **3) Not sure**

17b) *(If yes)* What things? *(Tick as many as needed and **write answer**.)*

- ☐ a) Change in direction, e.g., career interest
- ☐ b) Money-related problems
- ☐ c) Workload/difficulty of work
- ☐ d) Attitude/motivation
- ☐ e) Lack of parental support
- ☐ f) Family problems
- ☐ g) PROGRAMME is boring/unenjoyable
- ☐ h) Health-related problems
- ☐ i) Peer pressure/friends doing different things
- ☐ j) Other ______________________________

____

____

Future Plans

I am now going to ask you some questions about what you would like to do in the future.

18) What is the **main** thing you plan to do when you finish PROGRAMME? *(Code **one** only and **write answer**.)*

1) Not sure
2) Stay at school
3) Tertiary training course
4) Get a holiday job/temporary job
5) Get a permanent job
6) Leave school without a job
7) Travel overseas
8) Other ____

____

____

19a) Would you like to get more educational qualifications after you finish PROGRAMME?

1) Yes **2) No** **3) Not sure**

19b) *(If yes)* What educational qualifications would you like to get after you finish PROGRAMME? *(Code **one** only and **write answer**.)*

1) Not sure what type
2) Qualification relating to PROGRAMME
3) Qualification relating to other school subjects
4) Qualification in a completely different area
5) Other ____

____

____

20a) Is there anything that might stop you from getting the kind of education you would like?

1) Yes **2) No** **3) Not sure**

20b) *(If yes)* What things? *(Tick as many as needed.)*

- ☐ a) Change in direction, e.g., career interest
- ☐ b) Money-related problems
- ☐ c) Workload/difficulty of work
- ☐ d) Attitude/motivation
- ☐ e) Lack of parental support
- ☐ f) Family problems
- ☐ g) PROGRAMME is boring/unenjoyable
- ☐ h) Health-related problems
- ☐ i) Peer pressure/friends doing different things
- ☐ j) Other ________________________________

21a) Do you have any ideas about the sort of job or career you would like to have in the future?

1) Yes **2) No**

21b) *(If yes)* What job or career? *(Code **one** only and **write answer**.)*

1) Job related to PROGRAMME
2) Job related to other school subject
3) Job related to a completely different area
4) Other ________________________________

____

____

b 1 2 3
4 5 6
7 8 9

22a) Have you received any information, advice, or preparation about what you need to do to get the job or career that you want?

1) Yes **2) No**

22b) *(If yes)* Where have you got it from and what information/advice/preparation have you received?

a) *School careers/transition teacher*
Advice: ______________________________
____

a 1 2 3
4 5 6
7 8 9

b) *PROGRAMME teacher(s)*
Advice: ______________________________
____

b 1 2 3
4 5 6
7 8 9

c) *Other teachers*
Advice: ______________________________
____

c 1 2 3
4 5 6
7 8 9

d) *Workplace experience/Employers*
Advice: ______________________________
____

d 1 2 3
4 5 6
7 8 9

e) *Tertiary providers, e.g., university/polytechnic liaison officer*
Advice: ______________________________
____

e 1 2 3
4 5 6
7 8 9

f) *Family*
Advice: ______________________________
____

f 1 2 3
4 5 6
7 8 9

g) *Friends/peers*
Advice: ______________________________
____

g 1 2 3
4 5 6
7 8 9

h) *Other*
Advice: ______________________________
____

h 1 2 3
4 5 6
7 8 9

Opinions of School

I am now going to ask you some questions about what you think of secondary school. When you are answering these questions, think of your feelings about secondary school before you began PROGRAMME.

23) In general, how motivated do you feel by secondary school? *(Read out the following)*

1) A lot 2) Quite a bit 3) A bit 4) Not much 5) Not much at all

24a) In general, how much do you like secondary school? *(Read out the following)*

1) A lot 2) Quite a bit 3) A bit 4) Not much 5) Not much at all

24b) Why do you feel this way about secondary school?

____ a +ve
1 2 3
4 5 6
7 8 9
____

____ b −ve
1 2 3
4 5 6
7 8 9
____

24c) Have you always felt this way about secondary school? *(Possible prompt; compared with 3rd and 4th form.)*
1) Yes 2) No

24d) *(If no)* What do you think caused your feelings about secondary school to change?

____ a +ve 1 2 3 4 5 6 7 8 9 b −ve 1 2 3 4 5 6 7 8 9
____
____

25) What are the things you like **most** about secondary school? *(Prompt; Include extra curricular.) (Tick as many as needed and* ***write answer****.)*

☐ a) Friends
☐ b) Particular subject area(s)
☐ c) Particular teachers(s)
☐ d) The work is easy
☐ e) The work is interesting
☐ f) Extra curricular
☐ g) Other ____ h 1 2 3
4 5 6
7 8 9

____

____

26) What are the things you like **least** about secondary school? *(Tick as many as needed and* ***write answer****.)*

☐ a) Problems with peers
☐ b) Particular subject(s)
☐ c) Particular teacher(s)
☐ d) Difficulty of work
☐ e) The work is boring
☐ f) The work is not relevant to life
☐ g) Homework
☐ h) Other ____ i 1 2 3
4 5 6
7 8 9

____

____

27) What are some of the most useful things you have done or learnt at secondary school?

____ 1 2 3

____ 4 5 6
7 8 9

____

____

____

28a) In general how well do you think you have done at secondary school? *(Read out the following)*

1) Very well 2) Quite well 3) Well 4) Not very well 5) Not at all well

28b) Why do you think you have done XXX? *(Possible prompt; school results)*

____ b 1 2 3

____ 4 5 6

7 8 9

____

29a) Are there any things at school or at home that could have helped you to do better at secondary school?

1) Yes **2) No** **3) Not sure**

29b) *(If yes)* Please describe.

____ b 1 2 3

____ 4 5 6

7 8 9

____

____

____

30a) How well do you think secondary school has prepared you for life outside of school? *(Read out the following)*

1) Very well **2) Quite well** **3) Well** **4) Not very well** **5) Not at all well**

30b) Why do you think secondary school has prepared you XXX?

______________________________________ a +ve b -ve

1 2 3 1 2 3

______________________________________ 4 5 6 4 5 6

7 8 9 7 8 9

____

Background

I would like to ask for some information about the ethnic group(s) you identify with.

31) Which ethnic group(s) do you belong to? *(Tick as many as needed.)*

☐ a) Maori
☐ b) Cook Island Maori
☐ c) Pakeha/European
☐ d) Samoan
☐ e) Tongan
☐ f) Fijian
☐ g) Other Pacific Nation ______________________
☐ h) Asian
☐ i) Indian
☐ j) Other ______________________

(Do not ask q32 if only one group is identified in q31.)

32a) Is there one group you mainly identify with? *(Code **one** only.)*
1) Yes **2) No** **3) Not sure**

32b) *(If yes)* What group?

1) Maori
2) Cook Island Maori
3) Pakeha/European
4) Samoan
5) Tongan
6) Fijian
7) Other Pacific Nation ______________________
8 Asian
9) Indian
10) Other ______________________

33) This is the second to last question. Are there any other things you would like to say about the PROGRAMME that we have not already talked about?

1 2 3
4 5 6
7 8 9

Give student Q34 and read the intro:

This question asks about your attitudes to school. Please tick one box to show how much you agree or disagree with each statement. When you read each statement, think of your feelings about secondary school up until the end of last year

When students have completed Q34, read out the statements on the last page.

34) This question asks about your attitudes to school. Please circle one number to show how much you agree or disagree with each statement. When you reading each statement, think of your feelings about secondary school up until the end of last year.

School is a place where:		**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1.	I am given the chance to do work that really interests me	1	2	3	4
2.	I like learning	1	2	3	4
3.	I enjoy myself	1	2	3	4
4.	I get good marks	1	2	3	4
5.	Teachers listen to what I say	1	2	3	4
6.	I feel confident	1	2	3	4
7.	I have good friends.	1	2	3	4
8.	The things I am taught are worthwhile learning	1	2	3	4
9.	I get tired of trying.	1	2	3	4
10.	I keep out of trouble	1	2	3	4
11.	I learn most things pretty quickly	1	2	3	4
12.	I get a hard time from other students.	1	2	3	4
13.	Teachers are fair and just.	1	2	3	4
14.	The things I learn are important to me.	1	2	3	4
15.	I don't get on with my teachers.	1	2	3	4
16.	I find that learning is a lot of fun	1	2	3	4
17.	The work I do is good preparation for the future.	1	2	3	4
18.	I get bored	1	2	3	4
19.	Teachers help me to do my best	1	2	3	4
20.	I get all the help I need.	1	2	3	4
21.	I achieve a standard in my work I consider satisfactory.	1	2	3	4
22.	I like my teachers	1	2	3	4
23.	The skills I learn will be of use to me when I leave school	1	2	3	4
24.	I get restless.	1	2	3	4
25.	Things I learn at school are not much use for my future.	1	2	3	4
26.	I could do better work if I tried harder.	1	2	3	4
27.	I like to ask questions in class.	1	2	3	4
28.	I feel happy	1	2	3	4
29.	I know how to cope with the work	1	2	3	4
30.	I always try to do my best.	1	2	3	4
31.	I am a success as a student.	1	2	3	4

Thank you for doing this interview. I would like to do another interview when you finish PROGRAMME if that is alright with you. Do you have any questions you would like to ask me?

35) To thank you for your help with our study, we'd like to send you a $10 music or book voucher. Which of these would you prefer?

☐ **a) music** ☐ **b) book**

APPENDIX C

Initial Parent Interview

Parent code: _____ MoE: _____ Prog. _____ Date: _____ Int. initials: _____

This interview is part of a study NZCER is doing on programmes such as PROGRAMME that help students move out of school and into jobs or further study. We would like to find out why students decide to join PROGRAMME, and how PROGRAMME helps students get skills, qualifications, work experience, personal skills, and jobs.

This interview should take about 20-30 minutes. You do not have to answer any questions you are uncomfortable with. This interview is confidential. The information you give me will be seen only by the researchers working on this study. You will not be named in any reports from this study.
Do you have any questions before I start?

1) Could you tell me what your relationship with [XXX] is?

   1) Mother
   2) Father
   3) Step mother
   4) Step father
   5) Female caregiver
   6) Male caregiver
   7) Other ______________________________

Study Programme

I will begin by asking you some questions about how [XXX] decided what to do this year.

2) Why do you think [XXX] decided to join PROGRAMME? *(Tick as many as needed and* ***write answer****.)*

   ☐ a) Work/job experience
   ☐ b) Leads to a job
   ☐ c) Qualifications, e.g., unit standards
   ☐ d) Interest in the subject area
   ☐ e) Doing well in related subjects
   ☐ f) Friends were joining PROGRAMME/suggested joining
   ☐ g) Teacher suggested he/she join
   ☐ h) I/we/family suggested he/she join
   ☐ i) Other ____ j 1 2 3
   4 5 6
   7 8 9

   ____

   ____

3a) When [XXX] was deciding what to do this year did he/she come to you for advice and/or information?

1) Yes **2) No** **3) Not sure**

3b) *(If yes)* what advice/information did you give? *(Possible prompt: Discussing options.)*

____ b 1 2 3
4 5 6
____ 7 8 9

____

4a) Did [XXX] get any other information about what to do this year?

1) Yes **2) No** **3) Not sure**

4b) *(If yes)* Where did [XXX] get the advice from and what advice did he/she get?

a) *School careers/transition advisor*
What advice/info? ______________________________

a 1 2 3
4 5 6
7 8 9

b) *School PROGRAMME teachers*
What advice/info? ______________________________

b 1 2 3
4 5 6
7 8 9

c) *Other teachers*
What advice/info? ______________________________

c 1 2 3
4 5 6
7 8 9

d) *Workplace experience/employers*
What advice/info? ______________________________

d 1 2 3
4 5 6
7 8 9

e) *Tertiary providers, e.g., university/polytechnic liaison officer*
What advice/info? ______________________________

e 1 2 3
4 5 6
7 8 9

f) Family
What advice/info? ______________________________

f 1 2 3
4 5 6
7 8 9

g) *Friends/peers*
What advice/info? ______________________________

g 1 2 3
4 5 6
7 8 9

h) *Other*
What advice/info? ______________________________

h 1 2 3
4 5 6
7 8 9

5) What would [XXX] probably have done this year if he/she had not joined PROGRAMME? *(Code **one** only and write answer.)*

1) Not sure
2) Stayed at school
3) Gone to another school
4) Gone to a tertiary training course
5) Got a job
6) Travelled overseas
7) Left school without a job
8) Other ______________________________

____

____

6a) Will [XXX] be doing any paid work this year? *(Code **one** only.)*

1) Not sure ***(Go to q7)***
2) No ***(Go to q7)***
3) Yes – mainly holidays
4) Yes – irregular/casual
5) Yes – regular part-time work during the term
6) Other ____

6b) What work will [XXX] do? *(Tick as many as needed.)*

☐ a) Not sure
☐ b) Retail (e.g., supermarket)
☐ c) Hospitality (e.g., cafe)
☐ d) Delivering papers
☐ e) Cleaning
☐ f) Babysitting
☐ g) Manual labour (e.g., lawn mowing)
☐ h) Feeding pets
☐ i) Office work
☐ j) Other ____

6c) Does this work relate to the PROGRAMME course [XXX] has enrolled in?
1) Yes **2) No**

6d) How many hours a week on average will [XXX] work during **term time**?

_______ hours

6e) Do you think this part-time work will have any effect on [XXX]'s schoolwork?
1) Yes **2) No** **3) Not sure**

6f) *(If yes)* Please describe.

____ f 1 2 3
4 5 6
7 8 9

____

Outcomes

I am now going to ask you some questions about what you would like [XXX] to get out of joining PROGRAMME.

7) What do you see as being the main purpose of the PROGRAMME? *(Tick as many as needed and **write answer**.)*

- ☐ a) Not sure
- ☐ b) To help the students get jobs
- ☐ c) To help the students get qualifications
- ☐ d) To give students experience in a job/range of jobs
- ☐ e) To give the students practical work skills
- ☐ f) To help students find out about the qualifications needed
- ☐ g) Other ______________________________ h 1 2 3
4 5 6
7 8 9

____

____

8) What would you like to see [XXX] get out of PROGRAMME? *(Use all prompts below.)*

a) *Qualifications (e.g.,Unit standards, National Certificate, Other)*

____ a 1 2 3 4 5 6 7 8 9

____

____

b) *Job skills* ______________________________ b 1 2 3 4 5 6 7 8 9

____

____

____

c) *Experiences (e.g., what work is like)* ____________________ c 1 2 3 4 5 6 7 8 9

____

____

____

d) *Job prospects* ______________________________ d 1 2 3 4 5 6 7 8 9

____

____

____

e) *Attitudes/motivation/personal development/social skills/self esteem* __________ e 1 2 3 4 5 6 7 8 9

____

____

____

f) *Career goals/sense of direction* ________________________ f 1 2 3 4 5 6 7 8 9

____

____

____

g) *Other* __________________________________ g 1 2 3 4 5 6 7 8 9

____

____

9a) Do you see PROGRAMME leading to a job for [XXX]?
1) Yes **2) No** **3) Not sure**

9b) *(If yes)* What type of work might it lead to? *(Code **one** only and **write answer**.)*

1) Not sure what type
2) Job relating to PROGRAMME
3) Other job not related to PROGRAMME
4) Other ______________________________

____

____

10a) Do you see PROGRAMME leading into *other* qualifications, courses, or training for [XXX]?
1) Yes **2) No** **3) Not sure**

10b) *(If yes)* What type of training or qualifications might it lead to? *(Code **one** only and **write answer**.)*

1) Not sure what type
2) Vocational/trades (e.g., hairdresser, apprenticeship)
3) Degree or higher
4) Tertiary other than trades or degree (such as polytechnic diplomas, e.g., journalism)
5) Other ______________________________

____

____

11a) Can the qualifications [XXX] gets from PROGRAMME be used as part of a further qualification? *(Prompt: such as a qualifications he/she could get after leaving school, e.g., NCEA Qualifications.)*
1) Yes **2) No** **3) Not sure**

11b) *(If yes)* Please describe.

______________________________ b 1 2 3
4 5 6
______________________________ 7 8 9

12a) Do you have any concerns or worries about [XXX] joining PROGRAMME?
1) Yes **2) No** **3) Not sure**

12b) *(If yes)* What are your concerns? *(Tick as many as needed.)*

☐ a) Not able to take other subjects because PROGRAMME uses a lot of time
☐ b) Missing time in other subjects (e.g., clash with workplace experience)
☐ c) Not enjoying the subjects in PROGRAMME
☐ d) Not having any friends in PROGRAMME
☐ e) Not getting on with the teachers in PROGRAMME
☐ f) Workload/difficulty of work
☐ g) Not fitting into/getting on with people in the workplace
☐ h) Health and safety issues in the workplace
☐ i) Other ____________________

13a) Are there any things that might stop [XXX] from finishing PROGRAMME?
1) Yes **2) No** **3) Not sure**

13b) *(If yes)* What things? *(Tick as many as needed and **write answer**.)*

☐ a) Change in direction, e.g., career interest
☐ b) Money-related problems
☐ c) Workload/difficulty of work
☐ d) Student's attitude/motivation
☐ e) Family problems
☐ f) PROGRAMME is boring/unenjoyable
☐ g) Health-related problems
☐ h) Peer pressure/friends doing different things
☐ i) Other ____________________

____

____

Future Plans

I am now going to ask you some questions about what you would like to see [XXX] do in the future.

14) What is the **main** thing you would like to see [XXX] do when he/she finishes PROGRAMME? *(Code **one** only and **write answer**.)*

1) Not sure
2) Whatever he/she chooses
3) Stay at school
4) Tertiary training course
5) Get a holiday job/temporary job
6) Get a permanent job
7) Leave school without a job
8) Travel overseas
9) Other ______________________________

____

15a) Would you like to see [XXX] getting more educational qualifications after he/she finishes PROGRAMME?

1) Yes **2) No** **3) Not sure** **4) Only if he/she wants to**

15b) *(If yes)* what educational qualifications would you like to see [XXX] get after he/she finishes PROGRAMME? *(Code **one** only and **write answer**.)*

1) Not sure what type
2) Any qualifications he/she chooses/is able to do
3) Qualification relating to PROGRAMME
4) Qualification relating to other school subjects
5) Qualification in a completely different area
6) Other ______________________________

____

____

16a) Is there anything that might stop [XXX] from getting the kind of education you would like him/her to receive?

1) Yes **2) No** **3) Not sure**

16b) *(If yes)* What things? *(Tick as many as needed.)*

☐ a) Change in direction, e.g., career interest
☐ b) Money-related problems
☐ c) Workload/difficulty of work
☐ d) Attitude/motivation
☐ e) Lack of parental support
☐ f) Family problems
☐ g) PROGRAMME is boring/unenjoyable
☐ h) Health-related problems
☐ i) Peer pressure/friends doing different things
☐ j) Other ____________________

17) What would you like to see [XXX] do as a job or career? *(Code **one** only and **write answer**.)*

1) Not sure
2) Whatever he/she chooses/is happy with
3) Job related to PROGRAMME
4) Job related to other school subject
5) Job related to a completely different area
6) Other ____________________ b 1 2 3
____________________ 4 5 6
____________________ 7 8 9

Opinions of School

I am now going to ask you some questions about [XXX's] attitude to secondary school. When you are answering these questions, think of [XXX's] feelings about secondary school before he/she began PROGRAMME.

18) Could you describe [XXX's] attitude towards secondary school?

____________________ 1 2 3
____________________ 4 5 6
____________________ 7 8 9
____

19) In general how motivated is [XXX] by secondary school?

1) A lot **2) Quite a bit** **3) A bit** **4) Not much** **5) Not much at all**

20a) In general how much does [XXX] like secondary school? *(Read out the following)*

1) A lot **2) Quite a bit** **3) A bit** **4) Not much** **5) Not much at all**

20b) Why do you think he/she feels this way about secondary school?

a +ve
1 2 3
4 5 6
7 8 9

b -ve
1 2 3
4 5 6
7 8 9

20c) Has [XXX] always felt this way about secondary school? *(Possible prompt; compared with 3rd and 4th form)*

1) Yes **2) No** **3) Not sure**

20d) *(If no)* What do you think caused [XXX's] attitude to change?

a +ve
1 2 3
4 5 6
7 8 9

b -ve
1 2 3
4 5 6
7 8 9

21) What are the things [XXX] likes **most** about secondary school? *(Tick as many as needed and write answer.)*

☐ a) Friends
☐ b) Particular subject areas(s)
☐ c) Particular teacher(s)
☐ d) The work is easy
☐ e) The work is interesting
☐ f) Extra curricular
☐ g) Other

h 1 2 3
4 5 6
7 8 9

22) What are the things [XXX] likes **least** about secondary school? *(Tick as many as needed and **write answer**.)*

☐ a) Problems with peers
☐ b) Particular subjects(s)
☐ c) Particular teachers(s)
☐ d) Difficulty of work
☐ e) The work is boring
☐ f) The work is not relevant to life
☐ g) Homework
☐ h) Other ______________________________

i 1 2 3
4 5 6
7 8 9

23a) In general how well do you think [XXX] has done at secondary school? *(Read out the following)*

1) Very well 2) Quite well 3) Well 4) Not very well 5) Not at all well

23b) Why do you think [XXX] has done XXX? *(Possible prompt; school results.)*

a +ve
1 2 3
4 5 6
7 8 9

b –ve
1 2 3
4 5 6
7 8 9

24a) Are there any things at school or at home that could have helped [XXX] do better at secondary school?

1) Yes 2) No 3) Not sure

24b) *(If yes)* Please describe.

b 1 2 3
4 5 6
7 8 9

25a) How well do you think secondary school has prepared [XXX] for life outside of school? *(Read out the following)*

1) Very well 2) Quite well 3) Well 4) Not very well 5) Not at all well

25b) Why do you think secondary school has prepared him/her XXX?

a +ve
1 2 3
4 5 6
7 8 9

b -ve
1 2 3
4 5 6
7 8 9

Background

I am now going to ask you some questions about the employment, income, and educational qualifications of the people in your household.

26) How many people live in your household?

27) What is your highest educational qualification? *(Code **one** only and **write answer**.)*

1) No formal qualification
2) School qualification
3) Vocational/trades (e.g., hairdresser, apprenticeship)
4) Degree or higher
5) Tertiary other than trades or degree (such as polytechnic diplomas, e.g., journalism)
6) Can't remember/Chose not to answer

Name of qualification: ____________________

28a) Would you like to have gone further in education?

a) Yes **b) No** **c) Not sure**

28b) *(If yes)* Please describe. *(Code **one** only and **write answer**.)*

1) School qualification
2) Vocational/trades (e.g., hairdresser, apprenticeship)
3) Degree or higher
4) Tertiary other than trades or degree (such as polytechnic diplomas, e.g., journalism)
5) Other ____________________

29) If you are living with a partner, what is your partner's highest educational qualification? *(Code **one** only and **write answer**.)*

1) No formal qualification
2) School qualification
3) Vocational/trades (e.g., hairdresser, apprenticeship)
4) Degree or higher
5) Tertiary other than trades or degree (such as polytechnic diplomas, e.g., journalism)
6) Can't remember/Chose not to answer

Name of qualification: ______________________________

30a) Do you have either a part-time or full-time job?
1) No **2) Part-time** **3) Full-time**

30b) *(If yes)* what sort of work do you do? *(Prompt for main job if more than one, and scope of job.)*

a 1 2 3
4 5 6
7 8 9

Job 1: *(Main job)* ______________________________

Job 2: ______________________________

b 1 2 3
4 5 6
7 8 9

(If more than two jobs, identify the two jobs he/she spends most time at.)

31a) *(Ask only if respondent is living with a partner.)* Does your partner have either a part-time or a full-time job?
1) No **2) Part-time** **3) Full-time**

31b) *(If yes)* what sort of work does they do? *(Prompt for main job if more than one, and scope of job.)*

a 1 2 3
4 5 6
7 8 9

Job 1: *(Main job)* ______________________________

Job 2: ______________________________

b 1 2 3
4 5 6
7 8 9

(If more than two jobs, identify the two jobs he/she spends most time at.)

32) I am going to read out a list of different income ranges. Could you tell me the range your **total** household income, before tax, falls into? *(Prompt: Include whanau but not borders.)* (*Read out bands)*

1) $20,000 per year or less
2) $20,001 - $30,000 per year
3) $30,001 - $50,000 per year
4) $50,001 - $70,000 per year
5) More than 70,000
6) Chose not to answer
7) Don't know

33) This is the last question in the interview. Are there any other things you would like to say about PROGRAMME that we have not talked about?

o1 2 3
4 5 6
7 8 9

Thank you for doing this interview. I would like to do another interview with you when [XXX] finishes PROGRAMME if that is alright with you. Do you have any questions you would like to ask me?

34) To thank you for your help with our study we'd like to send you a $10 music or book voucher. Which of these would you prefer?

☐ **a) music** ☐ **b) book**

Please could you give me your address to post your voucher to.

APPENDIX D

Programme Leader Interview

Leader code:_______ MoE: _______ Prog: _____ Date:___________ Int:_____

This interview is part of the Innovative Pathways study being carried out by the New Zealand Council for Educational Research. The main purpose of this interview is to collect information on the development of the [PROG] programme, including the links [PROG] makes outside your school, and the potential outcomes for students.

This interview should take approximately 1 to 1 and a half hours. With your permission I will be taping this interview. Anything you say in this interview will be treated confidentially. You do not have to answer any questions you are not comfortable with. We will provide your school with a case study description for you to check.

Development of the programme

I will start by asking some questions about the history, content, and funding of [PROG].

1) When did [PROG] start at your school?

2) For how long have **you** been involved in delivering [PROG]? _______ **Years**
Full-time / part-time?

3) Could you describe **your** current role in the [PROG] programme? *(Prompt: Are you involved in developing the content of the programme?)*

Content of the programme

4) Could you describe the main content and structure of [PROG]? *(Prompt: compulsory core subjects, work-based learning, other curriculum areas, types of activities, etc)?*

5) In developing [PROG] was your school responding to any particular needs? *(Prompt: What were the needs? Who identified the needs? School/community/employers/students?)*

a) What needs?

b) Who identified?

6) Could you tell me about the history of [PROG] at your school? How did your school go about setting up the programme? *(Prompt: For what reasons was the programme initially developed? Who were the key people who encouraged its development? Were you involved in the initial development of [PROG]? How did you become involved?)*

7) Were there any particular challenges or issues that had to be worked through in setting up and developing [PROG]? **Yes** / **No** (*Please describe.)*

8) Did you receive any information or assistance in developing [PROG]? **Yes** / **No** *(Prompt: What assistance and where did it come from, e.g., ITOs, employers?)*

9) Has the content of [PROG] developed or changed over time? **Yes** / **No** *(Prompt: How? When? Why?)*

Philosophy of the programme

10a) Does [PROG] have an underlying philosophy? (*Please describe. Prompt: aim, objectives, or purpose?)*

10b) What contributed to the development of this philosophy? (*Prompt: aim or purpose?)*

Programme structure

11) How long do students stay in [PROG] for? *(Prompt: 6 mth, 1 yr, 2 yr, varies)*

12) What proportion of students' time is spent in [PROG]? How many equivalent subjects? **1 / 2 / 3 / 4 Subjects / Full-time**

13) Does [PROG] include the teaching of other curriculum areas as well as the core programme, or do students go to other classes for other curriculum subjects? *(Prompt: describe how core vs other is organised.)*

14) Is there anything that is different about [PROG] compared to the other courses offered at your school? *(Prompt: structure of day, activities, teaching methods, assessment, involvement of other organisations, non-traditional subject areas, flexibility?)*

Programme links

The next section of this interview focuses on the people who are involved in delivering [PROG] and the links [PROG] makes with groups outside school.

15) Could you tell me about all the people or organisations who are involved in providing [PROG]? Who are they and what do they provide? (***First prompt for all, then get details****: teachers, employers, ITOs, external workplace assessors, tertiary organisations, private training providers, polytechnics, correspondence courses, modern apprenticeships, TOPS courses, other organisations, community groups, or whanau?)*

1a) Who – school teachers (how many)?

1b) Role

2a) Who?

2b) Role

3a) Who?

3b) Role

4a) Who?

4b) Role

5a) Who?

5b) Role

6a) Who?

6b) Role

7a) Who?

7b) Role

(CHECK – Are there any **other links** [PROG] makes we have not talked about, such as, with the correspondence courses, modern apprenticeships, TOPS courses, employers, ITOs, external workplace assessors, tertiary organisations, private training providers, polytechnics, other organisations, community groups, or whanau?)

1a) Who?

1b) Nature of link

2a) Who?

2b) Nature of link

16) What is the background of the [PROG] teachers at your school? *(Prompt: Did any **new** staff come in or did **existing** teachers run the programme?)*

17a) Do you get any feedback from external providers, employers, or industry representatives about the programme? **Yes** / ***No*** *(Prompt: How often? Describe the nature of the feedback.)*

17b) Do you give any feedback to external providers or employers about the programme? **Yes** / ***No*** *(Prompt: How often? Describe the nature of the feedback.)*

Other programmes for "at risk" students

18a) Are there any other programmes available at your school to assist "at risk" students to go onto further study or the workplace? *(Note: "at risk" students are those who are at risk of "leaving school unprepared for the transition to the workplace or further education/training.")*

18b) What year levels are these programme at, and do they cater for any particular groups of students?

18c) How are these programmes different from [PROG]? Or, are these programmes related to [PROG]? *(Prompt: Are the programmes a starter before students enter the main programme?)*

Qualifications and assessment

Getting back to the [PROG] programme, I'll now ask about the qualifications students can get from participating in [PROG].

19a) Do any of the components of [PROG] lead to qualifications?
Yes-All / **Yes-Some** / **None**

19b) These are? **Unit Stds** / **National Cert** / **NCEA Achievement Stds** / **Other**

19c) Can students gain the complete qualification, or are they working towards it?

19d) Are students assessed against these qualifications? **Yes-all** / **Yes-some** / **No**
(If yes – describe.)

20a) How is the progress of students measured in [PROG]? (*Please describe.)*

20b) What assessment information (or records) are kept on students in [PROG]?

21) Do you collect any other information on students in [PROG] such as their destinations after leaving school, [PROG] retention rates, or student career plans and aspirations? **Yes / No** *(If yes – describe.)*

22) Do you expect that the NCEA (National Certificate in Educational Achievement) will have an impact on [PROG], or on students' ability to gain qualifications? *(Prompt: Impact on: able to be assessed for "skill" achievement stds, to control their pace of learning, or to study at a range of levels? Programme flexibility?)*

Funding and organisation

23a) Who provides the funding for [PROG]? *(Circle as many as relevant.)*

a) STAR funded by MoE
b) Gateway/funded by MoE, administered by SkillNZ
c) School operations grant
d) Workplace/employers
e) ITOs
f) Other training provider *(please name)*______________________________
g) Other source *(please name)*______________________________

(NOTE: if only one mentioned prompt for other sources of funding).

23b) Which source(s) does most of the funding come from?

24) What are the funding arrangements for [PROG]? Is it EFT (equivalent full-time) or another system?

Information provided to students

25) Do you provide information, advice, or preparation about the [PROG] programme and its outcomes to **all** school students before they have decided to join?
Yes / **No** *(describe)*

*a) What info?*____

*b) What format?*____

26) Once students have enrolled in [PROG] do you provide them with information, advice, or preparation concerning the programme or opportunities for further training and work? **Yes** / **No** *(If yes: use prompts below to describe info and format.)*

a) Prior to starting/at the start

b) During the programme

c) At the end of the programme/before students leave

Students on the programme

This section of the interview looks at the students in [PROG] and the possible outcomes for students.

27a) Does [PROG] target any particular groups of students? **Yes / No** *(Prompt: at risk students? Socio-economic status?)*

27b) If yes, how is [PROG] tailored for these students? *(Please describe)*

28) How are students identified for [PROG]? *(Prompt: self-selected/invited?)*

29) Are there any entry criteria for [PROG]? **Yes / No** *(Prompt: year level, quals, skills, personal qualities?)*

Outcomes for students

30) What are the main things students gain from participating in [PROG]? ***(Use ALL prompts below.)***

a) Qualifications

b) Job prospects

c) Job skills

d) Experiences (e.g., what work is like)

e) Personal development/social skills/self-esteem

f) Attitude changes (e.g., motivation)

g) Career goals/sense of direction

h) Other

31) Does participation in [PROG] encourage retention in other subject areas, or encourage students to stay at school longer? **Yes / No / Not sure** Why?

32) Do you think participation in [PROG] helps students to develop their aspirations further? *(E.g., to continue on to further training or work.)* **Yes / No / Not sure**
How does [PROG] help this?

33) Does participation in [PROG] help students in their transition from school to further training or work? **Yes / No / Not sure**
How does [PROG] help this transition?

Programme success factors

This last section of the interview asks a couple of summary questions about the [PROG].

34) From your point of view, what are the most successful aspects of [PROG]? *(Prompt: what is it about [PROG] that makes it an effective programme?)*

35) Can you tell me about any particular successes you have had with "at risk" students on [PROG]? *(Prompt: That is, students at risk of "leaving school unprepared for the transition to the workplace or further education/training.")*

36) From your point of view, what are the least successful aspects of [PROG]?

37) Are there any ways the programme could be improved? *(Prompt: Are there any planned improvements? Other prompts: selection of students, providers, funding, linkages with other subjects, qualification structure?)*

38) Are there any factors that might hinder the development of [PROG] in the future?

39) This is the last question. Is there anything else you would like to say about [PROG] that we have not talked about?

Thank you for taking part in this interview.
Are there any questions you would like to ask?

APPENDIX E

Programme Teacher Interview

Teacher code:______ MoE: ______ Prog: ___________ Date:________ Int:____

This interview is part of the Innovative Pathways study being carried out by the New Zealand Council for Educational Research. The main purpose of this interview is to collect information on the course [COURSE] that you teach, and the potential outcomes for students in [PROG].

This interview should take approximately 45 minutes to an hour. Anything you say in this interview will be treated confidentially. You do not have to answer any questions you are not comfortable with. We will provide your school with a case study description for you to check.

Delivery of the programme

I will start by asking some questions about the content and structure of [COURSE] and your role in [COURSE].

Teacher's role

1) For how long have you been involved in teaching [COURSE]? ________**Years** **Full-time / part-time?**

____

2) Could you describe **your** current role in the [COURSE] programme? *(Prompt: Are you involved in developing the content of this course? How did you become involved in the course?)*

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Content of the course

3) Could you describe the main content and structure of [COURSE]? *(Prompt: compulsory core subjects, other curriculum areas, work-based learning, links with other organisations, types of activities, etc)?*

4) In developing [COURSE] was your school responding to any particular needs? *(Prompt: What were the needs? Who identified the needs? School/community/employers/students?)*

a) What needs?

b) Who identified?

5a) Does [COURSE] have an underlying philosophy? (*Please describe. Prompt: aim, objectives, or purpose?)*

5b) What contributed to the development of this philosophy? *(Prompt: aim/purpose)*

6) Has the content of the part of [COURSE] that you teach developed or changed over time? **Yes** / **No** *(Prompt: How? When? Why?)*

7) Is there anything that is different about [COURSE] compared to the other courses offered at your school? *(Prompt: structure of day, activities, teaching methods, assessment, involvement of other organisations, non-traditional subject areas, flexibility?)*

8) Do you teach classes with students who are not in [COURSE]? How is this organised?

9a) Do you get any feedback from external providers, employers, or industry representative about [COURSE]? **Yes** / **No** *(Prompt: How often? Describe nature of the feedback.)*

9b) Do you give feedback to external providers or employers about [COURSE]?
Yes / **No** *(Prompt: How often? Describe nature of the feedback.)*

Qualifications and assessment

I am now going to ask you some questions about the qualifications students can get from participating in [COURSE], how students' progress is measured, and the information provided to students about [COURSE].

10a) Do any of the components of [PROG] lead to qualifications?
Yes-All / Yes-Some / None

10b) These are? **Unit Stds / National Cert / NCEA Achievement Stds / Other**

10c) Can students gain the complete qualification, or are they working towards it?

10d) Are students assessed against these qualifications? **Yes-all / Yes-some / No**
(If yes – describe.)

11) How is the progress of students measured in [COURSE]? *(Please describe.)*

12) What assessment information (or records) are kept on students in [COURSE]?

13) Do you collect any other information on students in [COURSE] such as their destinations after leaving school, [COURSE] retention rates, or student career plans and aspirations? **Yes** / **No** *(If yes – describe.)*

14) Do you expect that NCEA (National Certificate in Educational Achievement) will have an impact on [COURSE], or on students' ability to gain qualifications? *(Prompt: Impact on: able to be assessed for "skill" achievement stds, to control their pace of learning, or to study at a range of levels? Programme flexibility?)*

Information provided to students

15) Do you provide information, advice, or preparation about the [PROG] programme and its outcomes to **all** school students before they have decided to join?
Yes / No *(describe)*

*a) What info?*____

*b) What format?*____

16) Once students have enrolled in [COURSE] do you provide them with information, advice, or preparation concerning the course or opportunities for further training and work? **Yes / No** *(If yes: use prompts below to describe info and format.)*

a) Prior to starting/at the start

b) During the course

c) At the end of the course/before students leave

Students on the course

This section looks at the students in [COURSE] and the possible outcomes for students.

17a) Does [COURSE] target any particular groups of students? **Yes / No** *(Prompt: at risk students? Socio-economic status?)*

____

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____

17b) If yes, how is [COURSE] tailored for these students? *(Please describe)*

____

____

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____

18) How are students identified for [COURSE]? *(Prompt: self-selected/invited?)*

____

____

____

19) Are there any entry criteria for [COURSE]? **Yes / No** *(Prompt: year level, quals, skills, personal qualities?)*

____

____

____

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____

Outcomes for students

20) What are the main things students gain from participating in [COURSE]? ***(Use ALL prompts below.)***

a) Qualifications

b) Job prospects

c) Job skills

d) Experiences (e.g., what work is like)

e) Personal development/social skills/self-esteem

f) Attitude changes (e.g., motivation)

g) Career goals/sense of direction

h) Other

21) Does participation in [COURSE] encourage retention in other subject areas, or encourage students to stay at school longer? **Yes / No / Not sure** Why?

22) Do you think participation in [COURSE] helps students to develop their aspirations further? *(Prompt: to continue on to further training or work.)*
Yes / No / Not sure
How does [COURSE] help this?

23) Does participation in [COURSE] help students in their transition from school to further training or work? **Yes / No / Not sure**
How does [COURSE] help this transition?

Course success factors

This last section of the interview asks a couple of summary questions about [COURSE].

24) From your point of view, what are the most successful aspects of [COURSE]? *(Prompt: what is it about [COURSE] that makes it an effective programme?)*

25) Can you tell me about any particular successes you have had with "at risk" students on [COURSE]? *(Prompt: That is, students at risk of "leaving school unprepared for the transition to the workplace or further education/training.")*

26) From your point of view, what are the least successful aspects of [COURSE]?

27) Are there any ways the course could be improved? *(Prompt: Are there any planned improvements? Other prompts: selection of students, providers, funding, linkages with other subjects, qualification structure?)*

28) Are there any factors that might hinder the development of [COURSE] in the future?

29) This is the last question. Is there anything else you would like to say about [COURSE] that we have not talked about?

Thank you for taking part in this interview.
Are there any questions you would like to ask?

APPENDIX F

Non-school Provider Interview

Link org code:_______ MoE: ______ Prog: _____ Date:___________ Int:______

This interview is part of the Innovative Pathways study being carried out by the New Zealand Council for Educational Research. The main purpose of this interview is to collect information on the development of the [PROG] programme, including the links your organisation makes with this programme, and the potential outcomes for students.

This interview should take approximately 45 minutes to an hour. Anything you say in this interview will be treated confidentially. You do not have to answer any questions you are not comfortable with. We will provide your organisation with a case study description for you to check.

Content and development of the programme

I will start by asking some questions about the content and development of [PROG] and your role in the programme.

1) For how long has **your organisation** been involved in delivering [PROG]?
______________ **Years**

2) For how long have **you** been involved in delivering [PROG]? ____ **Years**
Full-time / **Part-time**

____

3) Could you describe **your** current role in the [PROG] programme? *(Prompt: Are you involved in developing the content of the programme?)*

____

____

____

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____

____

____

Page 1

4) Could you describe the main content and structure of the part of [PROG] that your organisation delivers? *(Prompt: work-based learning, activities, etc)?*

5) In developing [PROG] was your organisation responding to any particular needs? *(Prompt: What were the needs? Who identified the needs? School/community/ employers/students?)*

a) What needs?

b) Who identified?

6) Could you tell me about the history of [PROG] at your organisation? How did you go about setting up [PROG] at your organisation? *(Prompt: Were you involved in the initial development of [PROG]? How did you become involved? For what reasons was the programme initially developed? Who were the key people who encouraged its development?)*

7) Were there any particular challenges or issues that had to be worked through in setting up and developing [PROG]? **Yes** / **No** (*Please describe.)*

8) Did you receive or provide any information or assistance in developing this programme? **Yes** / **No** *(Prompt: What assistance and where did it come from?)*

9) Has the content of [PROG] that your organisation provides developed or changed over time? **Yes** / **No** *(Prompt: How? When? Why?)*

Philosophy of the programme

10a) From your organisation's viewpoint, does [PROG] have an underlying philosophy? (*Please describe. Prompt: aim, objectives, or purpose? Note: This could be the programme philosophy or how the programme fits with the organisation's philosophy.)*

10b) What contributed to the development of this philosophy? *(Prompt: aim/purpose?)*

Programme organisation

11) Could you tell me about all the people who are involved in providing [PROG] at your organisation, and what they provide? (***Prompt for list of all staff first then roles.*** *Possible people: ITOs, external workplace assessors, tertiary organisations, community groups, or whanau?)*

1a) Who – Staff? (how many)

1b) Role

2a) Who?

2b) Role

3a) Who?

3b) Role

4a) Who?

4b) Role

12) What is the background of the staff that provide [PROG]? *(Prompt: existing staff, new staff?)*

13) Does your organisation facilitate any **links** between students doing [PROG] and other organisations or people? Who are they, and what do they provide? (***First prompt for all, then get details****: other employers, ITOs, tertiary organisations, private training providers, polytechnics, correspondence courses, TOPS courses, modern apprenticeships, other organisations, community groups, or whanau?)*

1a) Who

1b) Role

2a) Who

2b) Role

14) Is there anything that is different about [PROG] compared to the other courses or services offered at your organisation? *(Prompt: structure of day, activities, teaching methods, assessment, involvement of with school/other organisations, non-traditional subject areas?)*

15) How is [PROG] organised time-wise at your organisation? How does [PROG] fit in with students studying other subjects/in other locations?

16) How does [PROG] fit in with your other core work?

17a) Do you provide the school with feedback about [PROG]? **Yes / No** *(Prompt: how often? Describe the nature of the feedback.)*

17b) Does [XXX] school provide you with feedback about [PROG]? **Yes / No** *(Prompt: how often? Describe the nature of the feedback.)*

18) What does your organisation gain from the link with the [NAME] school?

Qualifications and assessment

I am now going to ask you some questions about the qualifications students can get from participating in [PROG], how students' progress is measured, and the information provided to students about [PROG].

19a) Do any of the components of [PROG] lead to qualifications?
Yes-All / Yes-Some / None

19b) These are? **Unit Stds / National Cert / NCEA Achievement Stds / Other**

19c) Can students gain the complete qualification, or are they working towards it?

19d) Are students assessed against these qualifications? **Yes-all / Yes-some / No**
(If yes – describe.)

20a) How does your organisation measure the progress of students in [PROG]?

20b) What assessment information (or records) does your organisation keep on students in [PROG]?

21) Do you collect any other information on students in [PROG] such as their destinations after leaving school, absenteeism, [PROG] retention rates, or student career plans and aspirations? **Yes** / **No** *(Describe)*

22) Does your organisation continue to maintain any links with students after they have left school? **Yes** / **No** *(Describe: train/employ students casual/full-time?)*

23) Do you expect that NCEA (National Certificate in Educational Achievement) will have an impact on [PROG], or on students' ability to gain qualifications? *(Prompt: Impact on: able to be assessed for "skill" achievement stds, to control their pace of learning, or to study at a range of levels? Programme flexibility?)*

Information provided to students

24) Do you provide information, advice, or preparation about the [PROG] programme and its outcomes to **all** school students before they have decided to join?
Yes / No *(describe)*

a) What info?

b) What format?

25) Once students have enrolled in [PROG] do you provide them with information, advice, or preparation concerning the programme or opportunities for further training and work? **Yes** / **No** *(If yes: use prompts below to describe info and format.)*

a) Prior to starting/at the start

b) During programme

c) At the end of the programme/before students leave

Students on the programme

This section of the interview looks at the students in [PROG] and the possible outcomes for students.

26a) Does [PROG] target any particular groups of students? **Yes / No** *(Prompt: at risk students? Socio-economic status?)*

26b) If yes, how is [PROG] tailored for these students? *(Describe)*

27) At your organisation, how are students identified for [PROG]? *(Prompt: self-selected/invited/school nominated?)*

28) At your organisation, are there any entry criteria for [PROG]? **Yes / No** *(Prompt: year level, qualifications, personal qualities, skills) (Describe)*

Outcomes for students

29) What are the main things students gain from participating in [PROG]? ***(Use ALL prompts below.)***

a) Qualifications

b) Job prospects

c) Job skills

d) Experiences (e.g., what work is like)

e) Personal development/social skills/self-esteem

f) Attitude changes (e.g., motivation)

g) Career goals/sense of direction

h) Other

30) Do you think participation in [PROG] encourage retention in other subject areas, or encourage students to stay in education longer? **Yes / No / Not sure** Why?

31) Do you think participation in [PROG] helps students to develop their aspirations further? *(Prompt: to continue on to further training or work)* **Yes / No / Not sure**
How does [PROG] help this?

32) Does participation in [PROG] help students in their transition from school to further training or work? **Yes / No / Not sure**
How does [PROG] help this transition?

Programme success factors

This last section of the interview asks a couple of summary questions about the [PROG] programme.

33) From your point of view, what are the most successful aspects of [PROG]? *(Prompt: what is it about [PROG] that makes it an effective programme?)*

34) Can you tell me about any particular successes you have had with "at risk" students on [PROG]? *(Prompt: That is, students at risk of "leaving school unprepared for the transition to the workplace or further education/training.")*

35) From your point of view, what are the least successful aspects of [PROG]?

36) Are there any ways the programme could be improved? *(Prompt: Are there any planned improvements? Other prompts: selection of students, providers, funding, linkages with other subjects, qualification structure?)*

37) Are there any factors that might hinder the development of [PROG] in the future?

38) This is the last question. Is there anything else you would like to say about [PROG] that we have not talked about?

Thank you for taking part in this interview.
Are there any questions you would like to ask?

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